

Careers Education Information and Guidance (CEIAG) Policy

Core Principles

By providing an up-to-date and well planned Careers education, information and guidance programme for our pupils, we aim to:

- enable them to choose suitable study and career pathways based on what they enjoy and are good at, and what makes them feel most fulfilled,
- develop their self-awareness so that they make realistic choices,
- encourage a growth mindset, raising aspirations,
- encourage them to keep an open mind and explore various options and opportunities, both academic and technical,
- improve their employability skills and independence to make them more effective in the workplace,
- promote equality, diversity and social mobility, and challenge stereotypes,
- offer impartial guidance, focused on the skills, attributes and interests of each child.

Legislation and guidance

The policy is drawn up in accordance with the statutory guidance given by the Department for Education in 'Careers guidance and access for education and training providers' Jan 2023, the DfE white paper entitled 'Skills for jobs: Lifelong learning for opportunity and growth' Jan 2021, the 16-19 Study programmes guidance: 2023-4. and with reference to the Gatsby benchmarks (see Appendix A).

Staffing and Management

The Head of Academics oversees the development of our CEIAG provision, including sixth form transition guidance, and is supported by the Head Teacher, Deputy Head, Head of PSHE and Enrichment, Exams Officer and Trustees.

Subject teachers and tutors play an important role in encouraging students to think about their future and make informed decisions.

Our provision

Careers Education

- We provide a programme of relevant activities for pupils throughout the senior school. This includes dedicated careers lessons within our PSHE timetable, enrichment opportunities, talks in assembly, subject lessons which link curriculum learning to careers (particularly STEM lessons), careers events and employer visits.

These sessions are designed to help our pupils to:

- ☐ develop generic employment skills and strengths, such as adaptability, resilience, well-being and self-awareness, problem solving and communication;
 - ☐ improve their presentational skills and learn how to speak publicly;
 - ☐ learn how to impress in an interview;
 - ☐ consider types of employment and factors to take into account when planning a career;
 - ☐ understand how to manage money;
 - ☐ find out how to access information about further study, apprenticeships, employment and volunteering options.
- All year 11 pupils have mock interview practice.
 - We provide lessons on study and revision skills, and on how to write a good personal statement and CV.

- Heritage school is a partner school of **InvestIN**, a company which provides regular employability skills workshops in school (one per term). We also make our pupils aware of InvestIN careers programmes, which offer students an immersive experience of their chosen career. Attendees gain unique insight through simulations, seminars, Q&As with industry leaders, and personalised career coaching. The company offers experiences in 28 careers.
- Pupils attend local careers events whenever possible, such as the 'Physics at work' conference.
- Pupils attend lectures at the Cambridge Science Festival in March every year.

Careers information

- The school library has a small section on further study opportunities and careers; online resources are signposted and we provide information on the school portal which is accessible to both parents and pupils.
- Parents, alumni and other professionals come into school to describe their experiences and the nature of their work across a range of careers. These include jobs in the construction industry and technical jobs.
- A Post-16 information evening is organised each year, in which pupils and parents learn about the opportunities for sixth form study in the area and explain the application process. Pupils receive a list of open evenings to both state and private sixth forms. Representatives from local sixth form providers are invited along to speak about A levels, the International Baccalaureate, Vocational courses and Apprenticeships.
- In our weekly email to parents, the Head of Academics makes them aware of Careers related open days in the area for 11-16 year olds, (such as the Allied Healthcare Professionals open day), virtual insight into careers programmes (eg. into NHS careers) and summer schools.
- We subscribe to the Smallpeice Trust newsletter and pass on STEM opportunities to our pupils.

Careers guidance

- Our Careers leader heads up the team. We offer impartial advice, both one-on-one and in groups, at key transition points (most notably when the pupils choose their IGCSEs and in year 11).
- Each pupil in year 10 or year 11 takes a psychometric test to help them to work out what they might be good at and what might interest them.
- Each pupil has a tutor who runs regular tutorials for pupils to discuss in confidence what they might want to do in the future and to help them to choose the right subjects for future study.
- Our sixth form transition advisor guides the year 11 pupils in their choice of sixth form provider and type of qualification (A levels, I.B., T levels, BTECs, apprenticeships).
- Parents and carers are able to obtain help in supporting their children, through attending information evenings and private appointments in school.
- Our SEN department works hard to support students who are at risk of not participating in future study or employment.

We measure our provision against the Gatsby benchmarks, monitor student destinations as far as possible, and develop our provision using feedback from pupils, staff and others.

Authorised by	Jason Fletcher
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Review date	February 2026

Appendix A

The Gatsby Benchmarks¹²

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, 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.	<ul style="list-style-type: none"> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	Every student 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.	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	Every student 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.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career 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 study or career choices are being made.	<ul style="list-style-type: none"> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.