



Kirkby High School

POLICY NAME: Careers Information, Education and Guidance (CIEAG)

ADOPTED: November 2022

REVIEW PERIOD: to be reviewed annually

SIGNATURE:  _____

Chair of Governors



1. Introduction

1.1 Rationale:

Kirkby High School has a statutory duty to provide unbiased careers and enterprise information and guidance to all of its students as they progress through the school. Students need the right advice, in the right place, at the right time – backed up by the experiences with employers and educators that make a difference. The advice and experiences need to take place in all years from year 7 to year 11.

All young people need a planned programme of activities to help them choose the correct career pathways. They should receive information and support that has been planned and considered in advance with a view to ensuring that they are able to manage their careers and sustain employability throughout their lives.

1.2 Commitment:

Kirkby High School is committed to providing a planned programme of careers, information, advice and guidance for all students in Years 7-11, in partnership with a provider of independent and impartial advice (presently Careers Connect). Kirkby High School endeavours to follow the guidelines set out by the DfE, QCA and Ofsted. In particular, much of its present programme of CEIAG has been developed to reflect the aspirations of the DfE document "Careers strategy: making the most of everyone's skills and talents" (published 4th December 2017). Kirkby High School is committed to meeting 100% of the assessment areas of the Gatsby Benchmarks as outlined by the OFTSED inspection handbook 2022.

1.3 Development:

This policy was developed and will be reviewed in discussion with the Career Connect Personal Advisers and other relevant partners.

1.4 Links with other policies:

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, PSHCE Education, work-related learning, enterprise, equal opportunities and diversity, gifted and talented, LAC and SEND.

2. Objectives:

2.1 Students' needs:

The careers programme is designed to meet the needs of students at Kirkby High School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

2.2 Entitlement:

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

3. Implementation:

3.1 Management:

The Careers, Information, Advice and Guidance Coordinator organises and administers the careers programme and is responsible to the Deputy Head Teacher. The CEIAG Coordinator will direct and monitor the Careers interview programme, working closely with the Career Connect PA team.

3.2 Staffing:

The CEIAG programme is planned, monitored and evaluated by the Deputy Head Teacher and the CEIAG Coordinator. They have responsibility to ensure:

- All staff contribute to CEIAG through their roles as form tutors, Heads of Year and subject teachers.
- Specialist sessions are delivered by pastoral team in conjunction with the Career Connect PA where necessary.
- Career Connect PAs provide independent and impartial CEIAG.
- Careers information is available in the CEIAG and Year 11 Hub which is maintained by the CEIAG Coordinator, Careers Connect PA and Head of Year 11.
- Additional careers information is made available via the school network and/or website.

3.3 Curriculum:

The Careers programme includes careers lessons as part of the school's Personal Development Programme, career guidance activities (group work and individual interviews), assemblies and the Year 9 Options Programmes. Meaningful encounters with the world of work and post-16 education providers are systematically scheduled into the curriculum.

3.4 The Gatsby Benchmarks:

The Gatsby Benchmarks were set up by the Gatsby Charitable Foundation and have brought together the best national and international research to ensure high quality CEIAG provision.

These are in the form of eight Benchmarks, as set out below.

The Gatsby Benchmarks

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.
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.
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.
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.
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.
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.
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.

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.

3.5 Partnerships:

An annual Partnership Agreement is negotiated between the school and the provider of independent and impartial advice (presently Career Connect) which identifies the contributions to the programme that each will make.

3.6 Resources:

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The CEIAG Coordinator in liaison with the Assistant Head Teacher is responsible for the effective deployment of the careers budget. Sources of external funding and resources are used at times whenever these become available.

3.7 Staff development:

Staff training needs are identified as part of the annual review of the CEIAG programme. Funding is provided both from Career Connect and from school funds. The school will endeavour to meet training needs within a reasonable period of time.

3.8 Monitoring, review and evaluation:

The CEIAG programme is reviewed and evaluated on a regular basis by the CEIAG coordinator. Annually the programme is also reviewed to identify areas for improvement. The Partnership Agreement with Career Connect is reviewed annually with a full review of the year taking place at the end of the school year. The results of this are used to inform the Partnership Agreement for the following year.