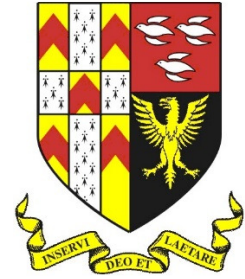


The Friary School

CAREERS EDUCATION, INFORMATION & GUIDANCE POLICY



Introduction

The Friary School provides all students with careers education, information, advice and guidance (CEIAG) at the ability to make well informed choices about their future career, training and education pathways.

Equally, this commitment emphasises the importance of achieving the formal qualifications and developing the core employability skills that establish foundations for a successful career which is enhanced through a recognition of the value of lifelong learning.

This CEIAG is underpinned by a commitment to offer well-informed and unbiased careers advice which ensures guidance is offered and decisions are made solely in the best interest of each individual student.

Similarly, the school has a duty to *consciously* work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

The school delivers its CEIAG responsibilities through specific careers provision, as well as a full 'Raising Aspirations' Programme', both of which run through from Year 7-13.

To ensure that CEIAG provision at The Friary School meets statutory guidance:

- Section 19 Education Act (2011)
- The Technical and Further Education Act (January 2017)
- Careers strategy: making the most of everyone's skills and talents (December 2017)
- Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018)
- 'Careers Guidance and Inspiration in Schools: Statutory Guidance for Governing Bodies, School Leaders & School Staff: October 2018'

Equally, the school retains a clear focus on the criteria laid down in The Gatsby Benchmarks for high-quality careers guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

Student Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers.

The programme is structured to meet the Gatsby Benchmarks of good careers education, raise

aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of Friary students to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

Elsewhere, the CEIAG at our school aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

CEIAG Provision

The school's CEIAG provision is co-ordinated and implemented by the following lead staff:

- Carrie Cain - Assistant Headteacher and Careers Leader
- Faye Banks - Aspirations Mentor (internal post)
- Giselle Douglas - Careers Advisor (external post)

The schools CEIAG provision includes core support and guidance which is maintained throughout all Key Stages:

Careers & Aspirations Questionnaires:

All students complete a questionnaire to inform progression, parental meetings, progress reviews and tutor reports.

Careers & Aspirations Focus Weeks:

Our Focus Week programme sees a range of careers-related events; for example in 2020-2021 these include National Careers Week, National Apprenticeships Week, NHS Week, World Teacher's Day, English Tourism Week, etc. These Focus Weeks include Year-specific assemblies, tutor time activities, university visits, employer visits, etc.

Careers & Aspirations in PHSE:

This programme includes a specific careers-related sessions and online access and training for Unifrog (our online careers and guidance package).

Careers & Aspirations in Curriculum Areas:

All Year groups have a curriculum road-map for the academic year for each subject area and these include a specific and re-visited link to subject and related career progression.

Partnership Evenings:

These parents evenings include Year-specific information on a range of topics related to the respective

year group and invariably include sessions related to careers / aspirations.

Achievement Concern Evenings (ACE):

These student / parent evenings see individual students called in to discuss their progression, next step options, and the benchmarks they need to achieve to enable them to secure their preferred placements.

Careers & Aspirations in Guest Speakers:

There are a wide and varied range of guest speakers and externally-led activities which take place throughout the school year which give targeted students an insight into careers; Eg - restaurant events, university stalls, Old Boys/Girls Network, etc.

Additionally, there are Year specific interventions which age / stage appropriate:

Year 8 Character Award:

This internal award focus on the FRIARY (Friendship - Responsibility - Independence - Aspiration - Resilience - You) Ethic and contributes to the building of long-term life and work skills.

Year 9 Pathways Evenings:

This student / parent evening includes specific guidance for Key Stage Four courses, but also sees apprenticeship and university providers in attendance.

Year 10 Mock Interviews:

These mock interviews are led by community business leaders and include a pre-guidance session, as well as the actual interview experience.

Year 10 Careers Fair:

This event sees a range of external employers, providers and organisations come into school to offer guidance, support and challenge to students.

KS4 Volunteers Fair:

This event sees a range of external employers, providers and organisations come into school to present and extol the benefits of voluntary work for CV and career development.

KS4 Apprenticeship Guidance:

This programme includes meetings with apprenticeship providers and support with routes and applications.

Y11 Sixth Form Open Evening:

This student / parent evening includes specific guidance for Sixth Form courses, but also sees apprenticeship and university providers in attendance.

Y11 Employability Workshops:

These targeted workshops see business leaders come into school to run sessions with specific students as they head towards the workplace and their final exams.

Y11 RONI Interventions:

The careers and aspirations team utilises the RONI and internal data to target students at risk of being NEET and puts strategies in place to prevent this.

Year 11 Raising Participation University Visits:

These visitors are for targeted students who have the potential to attend a university but shows signs of lacking the aspiration, parental support or commitment to do so without intervention.

Year 11 Participation Plans for Entrust / Staffordshire County Council:

To administer the Participation Plans for Year 11 and to pass them on to Entrust. (NB - Entrust will then ensure that they are passed onto employers or education/training providers)

Year 12 Mock Interviews:

These mock interviews are led by community business leaders and include a pre-guidance session, as well as the actual interview experience.

Year 12 UCAS Evening:

This student / parent evening runs the UCAS application process, as well as offering external specialist session on issues relating to funding, linked universities, etc.

Year 12 Work Experience:

This week-long work experience placement takes place at the end of Year 12 and all students engage in the programme.

Year 13 UCAS Applications Programme:

All Y13 students applying to university benefit from a tailored checking and support programme designed to support their application. This also extends out to include Oxbridge applications, veterinary courses, etc.

Sixth Form Apprenticeship Guidance:

This programme includes meetings with apprenticeship providers and support with routes and applications.

Key Stage CEIAG Commitments

These strategies, events and programmes ensure that each student can expect have had the opportunity to undertake and develop the following by the end of each Key Stage:

By the End of Key Stage 3:

- begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post-16 pathways and future career goals; Eg - curriculum road maps, parents evenings, etc
- be able to access careers resources via the library, Unifrog and guest speakers / visitors
- gained an internal accreditation for life / work skills; Ie - Y8 Character Award
- receive careers lessons within PSHE lessons and Focus Weeks
- receive careers information and on-going support from staff - such as tutor, aspirations mentors and external visitors
- take part in a Pathways event where you can access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4
- have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance adviser

By the End of Key Stage 4:

- experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of our Focus Week programme which includes, Drop-Down Days, assemblies, tutor time activities, etc
- be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- devise a clear action plan towards your career goals
- have taken part in a CEIAG activity
- have listened to talks on different careers
- have been given the opportunity to speak to representatives from various sectors of the world of work
- have developed financial capability skills
- have produced and reviewed a curriculum vitae
- have written a formal letter, e.g. covering letter
- been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- develop presentation and interview skills
- be able to access careers information and resources via the library and Unifrog package
- be offered the opportunity to take part in taster days/ sessions
- have visited or spoken to representatives of further or higher education institutions, such as universities
- have opportunities to evaluate individual achievements; Eg - via ACE Meetings, SLT appointments, etc

By the End of Key Stage 5:

- be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- participate in an enrichment and tutorial programme focused on your personal development
- be given the opportunity to set targets and review your progress through on-going support from your tutor and subject teachers
- develop independent research skills
- take part in Year 12 Work Experience Week
- meet university representatives
- have the opportunity to meet apprenticeship providers
- be given the opportunity to visit universities
- have the opportunity to volunteer or take part in work experience
- receive information on higher education taster days, apprenticeship vacancies and job opportunities
- understand the UCAS process and be able to research different universities and courses using online resources
- receive information and support with financial planning for university, work and training
- write a personal statement for a UCAS, apprenticeship or job application
- have been mentored through the university application process or supported with job or training applications
- have access to information on how to apply for internships, sponsorships or Gap Year placements
- be given the opportunity to take part in enterprise and challenge activities

Monitoring, Review, Evaluation & Development of CEIAG

Our partnerships are reviewed regularly by the Careers Lead and funding and other resources are directed to support features and developments which further enhance provision:

- Annual review of partnership activities with our external career advisor
- Review of all careers events by Careers Leader
- Lesson and tutor observations within PSHE/ Focus Week activities lessons as part of school self-evaluation
- Developmental activity is identified annually in the school’s Evaluation & Improvement Plan (EIP); Eg - provision, training, resources, etc
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parents and questionnaires with resulting action points then feed into the following years’ planning process to ensure they are addressed.
- Review of the Quality in Careers Standard as a benchmark for high-quality provision and to determine when we gain this status
- Review of the school’s adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools

Reviewed By	Full Governors	Implementation Date	Jan 2022	Review Date	Jan 2024
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