



THOMAS ALLEYNES HIGH SCHOOL

**CEIAG**  
**(Careers Education Information Advice**  
**and Guidance) Employability and**  
**Employer Engagement Policy**

**2018**

Written by CLD January 2018

Approved/reviewed by

The Learning and standards  
Committee Governors.

6<sup>th</sup> of February 2018

Date of next  
review

January 2020

**Rationale:**

In January 2018, The DfE published statutory guidance for governing bodies, school leaders and school staff on careers guidance and access for education and training providers. The strategy advocates that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The Careers guidance and access for education and training providers (2018) states that all registered pupils at the school must be provided with independent careers guidance from year 8 to year 13. In addition, the Raising of the Participation Age (RPA) stipulates that young people are required to participate in education or accredited training until their 18th birthday. Careers education, information, advice and guidance therefore all play a vital role in preparing pupils for their future intention(s).

A whole school Future Intentions programme of relevant activities will support pupils at key decision-making points such as GCSE, Post-16 and Post-18. It will support pupils in choosing a future intention pathway that is right for them, and then to be able to plan and manage their individual career path. All pupils can achieve their potential only if they understand themselves; their abilities and opportunities open to them – impartial CEIAG together with a robust and effective future intentions programme will facilitate this.

**Our statutory duties<sup>1</sup>:**

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13-year olds) to year 13 (17-18-year olds).
2. The governing body must ensure that the independent careers guidance provided:
  - Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
  - Includes information on the range of education or training options, including apprenticeships and technical education routes;
  - Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given?

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<sup>1</sup> Taken from Careers guidance and access for education and training provider's statutory guidance for governing bodies, school leaders and school staff – Published January 2018.

3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
4. The proprietor must prepare a policy statement<sup>2</sup> setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
  - Any procedural requirement in relation to requests for access;
  - Grounds for granting and refusing requests for access;
  - Details of premises or facilities to be provided to a person who is given access.
  - The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement.

**Aims:**

Thomas Alleyne's High School's (TAHS) Careers Education, Information, Advice and Guidance Policy has the following aims:

- To contribute to strategies for raising achievement through raising aspirations, motivation and confidence;
- To challenge stereotypes and promote the equality of opportunity;
- To reduce the number of pupils not in employment, education or training (NEETS) in line with local authority guidance;
- To reduce the number of pupils who drop out of courses or switch courses in education or training to offer retention in these area;
- To develop enterprise and employability skills;
- To contribute to economic prosperity of individuals and communities;
- To focus pupils on their future aspirations and intentions through work with employers within the local community and beyond;
- To invite parents/carers to CEIAG information sessions;
- To provide pupils with up to date picture of the local market index (LMI) and key sector growth information where possible.

**Commitment:**

TAHS recognises its statutory requirements and is committed to providing all pupils with a robust Future Intentions programme of CEIAG from Years 9 to 13. The CEIAG programme will deliver and promote impartial, individually focused and quality Careers Information, Advice and Guidance (CEIAG), with the aim of enabling pupils to make well-informed and realistic choices, both now and in the future.

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<sup>2</sup> This statement will be accessed via the TAHS school website and will be reviewed annually. Please refer to the TAHS CEIAG Provider Access Policy document.

Whilst participating and enjoying their academic journey, pupils will be required to develop enterprise, employability, practical and social skills with confidence to support and realise their individual future intentions.

Staff members with leadership responsibility for CEIAG will remain up to date with Labour Market Information and regularly meet with other IAG Co-ordinators and Careers Advisers to share good practice. This will include working with the LEP and inviting local employers to provide activities and to inform the curriculum. This will also include an ongoing awareness of the priority employment sectors in Stoke on Trent and Staffordshire via the LEP.

To guarantee high quality CEIAG provision is delivered, TAHS will continue to work alongside the Stoke and Staffordshire Local Enterprise Partnership (SSLEP), as well as ensuring CEIAG provision is delivered to all our pupils following both DfE statutory guidance, and the Gatsby Benchmarks<sup>3</sup> as advocated by the DfE.

To meet and exceed these requirements, TAHS will work with The Careers and Enterprise Company (CEC) who were established by the Government to provide external support to schools alongside strategic coordination for employers, schools, colleges, funders and careers programme providers to create high impact careers and enterprise support to young people (aged 12-18). The CEC's initial focus has been on employer engagement, based on evidence about the importance of giving young people more opportunities to connect with employers of all sizes, and from all sectors. Such encounters will inspire pupils and allow them to learn about what work is like, or what it takes to be successful in the workforce. The 2018 careers strategy confirmed that the CEC will take on a more ambitious role, building on their progress to date by coordinating support for schools including TAHS, across all the Gatsby Benchmarks.

### **The Gatsby Benchmarks:**

Through six international visits, analysis of good practice in English schools and a comprehensive review of current literature, Sir John Gatsby devised a set of eight benchmarks covering different dimensions of good career guidance. These are now referred to as the 'Gatsby Benchmarks' and are as follows:

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.

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<sup>3</sup> <http://www.gatsby.org.uk/education/programmes/good-careerguidance>

Through consideration of the Gatsby benchmarks TAHS plans to embed enterprise, employability and quality careers guidance into our school's ethos and curriculum with a focus on developing structured and sustainable employer partnerships increasing pupil exposure to the real world of work as part of their preparation for modern life. We wish to develop the employability of pupils with a focus on soft skill development, workplace behaviours and exposure to the world of work to enable a successful integration into employment in the future

### **Development:**

This Policy will be developed and reviewed annually in discussion with TAHS pupils, parents, Governors and advisory staff. We will also ensure any amendments to statutory guidance are reflected in our Policy and objectives.

### **Staffing:**

- The Headteacher and Governors have overall responsibility for CEIAG provision at TAHS.
- In line with statutory guidance TAHS will have a designated member of the Senior Leadership Team with a responsibility for CEIAG and the Future Intentions Programme within our school community.
- TAHS will have a named CEIAG member of staff who supports implementation of CEIAG across the school.
- All staff at TAHS will contribute to CEIAG through their roles as tutors, support staff and subject teachers.

### **Pupil Entitlement at TAHS:**

Pupils are entitled to CEIAG which meets professional and ethical standards of practice which is young person centred, impartial and confidential. Our Future Intentions programme is designed to meet the needs of pupils at TAHS. It is differentiated and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. The programme on offer will enable pupils to understand themselves, their interests, likes, dislikes and what they are good at and how this affects their choices and decision making

The Future Intentions programme will also ensure pupils have a rounded careers experience ensuring their learning in school is relevant and linked to their future prospects, connecting key areas of the curriculum to the world of work. The programme will also facilitate appropriate exposure to employers and working life to develop employability and enterprise skills and impact on decision making. Pupils will receive knowledge around LMI and sector growth utilising the LEP identified priorities.

### **All TAHS Pupils will have the opportunity to:**

- Find out about different options open to them at key decision-making points during their time at TAHS in year 9 through to year 13.
- Discover what qualifications are needed for their chosen vocation;
- Develop the skills they need for working life;

- Formulate a clear plan of action for their future;
- Make effective and informed applications for work, training and further and higher education establishments.

Every pupil will understand how to access a one-to-one appointment with an independent Careers adviser and/or CEIAG manager or appropriately qualified individual within school.

#### **Pupils will be:**

- Treated individually and as an individual;
- Given impartial and unbiased careers information, advice and guidance;
- Ensure that you see employers in school through pre-organised events;
- Offered any extra help, support or guidance they require.

#### **Curriculum:**

The career programme includes careers education activities including assemblies, guest speakers and taster sessions alongside individual career guidance interviews, group sessions, trips and Future Intention activities. Careers and work-related learning tasks are also embedded into some subject areas for example Business Studies and ICT. PHSE is delivered to years 9 to 11 and the Tutorial Activities Programme (TAP) is delivered to post-16 pupils during tutor time and will include careers related modules and activities.

The schools CEIAG provision is centred around Future Intentions Programme which has three stages as follows:

#### **Future Intentions Stage One:**

- **Year 9** - Career exploration through year 10 GCSE/BTEC option choices; including a visit to a local university.
- **Year 10** - Employability Skills and a Future Intentions Day focused on employer engagement and career pathways.

#### **Future Intentions Stage Two:**

- **Year 11** – Post 16 options; Education or apprenticeships routes explored.

#### **Future Intentions Stage Three:**

- **Sixth Form** – PASSPORT, Post 18 options, work experience, Future Intentions Week and preparing for the world of work.

#### **Parents and Carers:**

- Parental involvement is encouraged at all stages.
- Parents/Carers will be invited to attend our annual careers Fair in February.
- The CEIAG Manager, will be available to speak to parents via e-mail or phone and will also be available at parent's evenings and open evenings.
- Parents/Carers will be invited to Future Intentions Events for example the Higher Education talk offered during year 12 Future Intentions week
- Parents are welcomed to attend careers appointments where appropriate.

### **Employer Partnerships:**

TAHS is currently working with many employers, some of which are working towards developing a more systematic and structured approach to ensure the school-employer partnership is powerful and purposeful.

The employers may include, but are not limited to:

- Total IT Solutions (ICT)
- Tesco (HR/Retail)
- Local first schools (Education/Health and Social Care)
- JCB (Automotive/Agricultural Engineering)
- Fox's Biscuits (Manufacturing)
- Alton Towers (Leisure)
- Jaguar Land Rover (Automotive Engineering)
- Happy Hours Nursery and wrap around Care (Education)
- Rolls Royce (Aero/Auto Engineering)
- Cheeky Monkey Nursery (Education)
- Douglas Macmillan Hospice (Health and Social Care)
- Armed Forces (Logistics/Engineering)

### **Monitoring Review and Evaluations:**

- All details of pupil one-to-one interviews, trips and tasters are recorded on SIMs and, where appropriate, will have individualised action plans.
- Destinations for pupils in Years 11 and 13 are also recorded and their progress with applications checked and updated.
- Careers guidance is monitored and evaluated on a regular basis throughout the year with key staff and pupils and via appropriate evaluation of activities.
- An Audit of CEIAG provision at TAHS is carried out annually to ensure suitable progress is being made. To ensure quality assurance this will be conducted via the CEC COMPASS<sup>4</sup> tool
- A CIAG annual review document is published yearly outlining specific and detailed information about CEIAG work being carried out.

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<sup>4</sup> <https://www.careersandenterprise.co.uk/schools-colleges/about-compass>