

## **Careers Education, Information, Advice and Guidance (CEIAG)**

### Rationale

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CEIAG has an important contribution to make to the education of all pupils in order to make an effective transition from school to adulthood and employment. The school will provide a range of opportunities for pupils to learn about the world of work, the skills required for work and the qualification pathways available to them. Well thought through decisions about learning and work, informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

#### **Purpose and Aims**

The main purpose of CEIAG is to provide pupils with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for pupils' individual needs.

The school is committed to fulfilling its statutory requirements in this area through:

- Offering a planned programme of different activities and support across Years 7-13 in partnership with our Enterprise Adviser, Careers Adviser, local post 16 training providers, colleges, universities and local employers. The programme will be matched to the differing needs of individual pupils, helping pupils to make well-informed decisions and aims to help raise their motivation and attainment,
- Supporting a successful transition to the next stage of education or training and helping pupils to choose routes that are appropriate to their needs,
- Developing pupils' understanding and experience of the world of work,
- Empowering pupils to develop the skills to plan and manage their own futures,
- The provision of comprehensive, up to date, accurate, impartial and independent advice and guidance,
- Actively promoting equality, anti-racism, inclusion and challenging gender stereotypes within career pathways and choices,
- Providing an integrated and holistic approach to CEIAG that involves all staff across the school,
- Keeping up to date with and following best practice guidance from the careers profession and other expert bodies such as Ofsted and other relevant Government departments.

## Commitment

Haslingden High School is committed to providing all pupils with a careers programme that will be guided by the Gatsby benchmarks to ensure best practice. The current careers programme is delivered through a combination of methods, including PSHE lessons, assemblies, employer visits, workshops and 'drop down' days throughout the year. Throughout their time at school all pupils are encouraged to reflect on their strengths and to collect evidence for their Achievement Portfolio completed in year 11. This provides students with a record of their achievements to support their next steps.

## Implementation

The CEIAG programme is implemented in a range of ways. The information in this section summarises how we are working towards the Gatsby benchmarks.

### 1.A Stable Careers Programme

"Every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers and employers."

We have a stable careers programme in place and this is published on the school website. The Careers Lead has overall responsibility for careers, supported by the PSHEE/Careers coordinator, Director of Sixth Form, Careers Adviser and teachers/tutors. The school uses the online evaluation tool (Compass) to record and evaluate careers activities. In addition, destinations data and stakeholder views are used to assess the impact of the careers programme. The programme is reviewed annually and CEIAG is a key objective in the school SIP.

### 2. Learning from Careers and Labour Market Information

"Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities."

Pupils and parents have access to good quality information regarding CEIAG and Labour Market Information via the careers section on the school website. This section contains information on specific events being held in school and it also has links to a range of careers-based websites, which are both interactive and informative. In addition, notices about careers are included in the weekly student bulletin.

### 3. Addressing the Needs of Each Student

"Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout."

All pupils have access to a Careers Adviser although initially priority for one-to-one interviews is given to students fulfilling certain criteria – namely, Looked after children,

young people with Special Educational Needs and children who are identified as disadvantaged. Support is tailored to the needs of each student and equality and diversity considered throughout. A referral system is in place for any pupils who we feel may particularly benefit from a careers interview. The Careers Adviser shares outcomes of the interviews with relevant staff and works closely with the SENCO to share information and progress. A number of planned activities are offered to meet the needs of all students including disadvantaged, SEND and AGT.

#### 4. Linking Curriculum Learning to Careers

“All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths”.

The Careers Lead works with Curriculum and Subject leaders to identify opportunities where curriculum learning links with careers. Faculty/department displays are regularly updated showing what careers are achievable through studying a particular subject. Pupils are encouraged to consider a range of career options and routes, challenging gender, class and other stereotypes and raising aspirations accordingly. Pupils are offered specific information regarding Science, Technology, Engineering and Maths (STEM) careers and their relevance for a wide range of future career paths. Specific curriculum activities, STEM trips and visiting guest speakers offer a range of STEM opportunities.

#### 5. Encounters with Employers and Employees

“Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.”

Haslingden High School offers all pupils opportunities to engage with employers and employees, to develop their insight into the world of work and how their learning relates to their future employment and career options. Examples include the annual Careers fair, Futures Evening, mock interviews, visiting speakers, workshops, assemblies, and visits.

#### 6. Experience of Workplaces

“Every pupil 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.”

Throughout school pupils are given opportunities to be involved with volunteering and community/social action. This is further developed at KS5 as part of their enrichment programme. Year 12 students are encouraged to undertake work experience during our internship week in the summer term. In careers interviews pupils are encouraged to reflect upon any part-time/volunteering work and work experience that they undertake or are interested in.

#### 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.”

All students have access to the full range of learning opportunities including both academic and vocational routes. FE, HE and apprenticeship providers are invited into school for the Careers fair, year 10 Futures Evening and mock interviews. At KS5 a range of talks, workshops and visits take place to support pupils in the next stage of their learning/training. The school has a separate Provider Access Policy.

#### 8. Personal Guidance

“Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.”

All students have access to careers guidance interviews with our Careers Adviser although priority is given to KS4/KS5 students. As a school, we keep records on the advice given to each pupil and agreed actions/reflections. In addition, pupils in year 8 attend a meeting with a member of the SLT prior to making their option choices. This is a further opportunity to discuss subject choices and also ideas and aspirations about their future.