

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY

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Person responsible for policy: HAH

CAREERS INFORMATION ADVICE & GUIDANCE POLICY

Droitwich Spa High School & Sixth Form Centre will support all students to gain the knowledge, skills and personal attributes which they need to manage their own lifelong learning and career development. The school is committed to raising aspirations, improving levels of motivation and to preparing all students for adult working life.

AIMS

Droitwich Spa High School & Sixth Form Centre aims to achieve the following through effective Careers Education, Information, Advice and Guidance:

1. To contribute to strategies for raising achievement, especially by increasing aspiration
2. To support inclusion, challenge stereotyping and promote equality of opportunity
3. To encourage participation in continued learning, including higher education and further education
4. To develop enterprise and employment skills
5. To contribute to the economic prosperity of individuals and communities
6. To focus students on their future aspirations
7. To involve parents and carers
8. To demonstrate real life contexts within learning experiences
9. To enable students to relate learning and experience to future opportunities
10. To provide students, parents and carers with information to help with choices at key transition points in their education
11. To provide opportunities to interact with the business community

1. INFORMATION

Labour Market, further education, higher education, employment and careers opportunities and events are communicated to students, colleagues and parents in a frequent and timely manner.

Information relevant to individual interests is given to students in their Careers Interviews or very soon after the interview. The school provides options information for every student at the relevant point in their educational journey. This information is also available on the school website. Prospectus information about further education and higher education is stored in a dedicated resource area in the 6th Form. Prospectus information is given in careers interviews to students in Key Stage 4 and 5. Each student is given an individual action plan following their interview, signposting them to sources of information for research and detailing the next steps which need to be taken. Parents may attend careers interviews if they wish. Resources about specific occupational areas, finance and student life are updated annually and these are available to all students. They are also used as part of the tutor programme in the 6th Form.

The school will undertake to track the destinations of students who leave the school and the school Careers Adviser will maintain current information about this. They will follow up this information once students have left to complete the destination data as fully and accurately as possible.

2. ADVICE & GUIDANCE

A Careers Adviser is employed by the school to give independent and impartial Careers Advice. Students who may have a particular aspect of their background which means they could require additional support to maximise their career opportunities are prioritised in organising individual guidance interviews. Any student can request a careers interview and tutors or pastoral staff can request interviews for those students who they feel need more help in making choices. Students can request an appointment for help in completing application forms, in preparing a personal CV and in completing personal statements for UCAS forms. Students are also supported in the interview process, sometimes

by being accompanied to their interview or by arranging for organisations which give support to more vulnerable students to speak to the student in school.

Students receive information, advice and guidance within sessions of the PSHE programme and they are supported to explore the choices they can make. Students in year 8 to 10 are also given additional information through a dedicated tutor programme resource. Specific sessions eg about Higher Education Finance for 6th Form students are provided by outside agencies or businesses. The school is committed to working with the support of the local Careers and Enterprise Company to achieve the 8 Gatsby benchmarks. These benchmarks, detailed below, are the main focus of the Statutory Guidance 'Careers Guidance and Access for Education and Training Providers' issued by the Department of Education in January 2018. The Government's expectation is that schools begin to work towards the benchmarks now and meet them by the end of 2020 [extended in light of the disruption to learning incurred during the Covid-19 pandemic].

The Eight Gatsby Benchmarks of Good Career Guidance.

A Stable Careers Programme

- A. To ensure the careers programme is delivered by individuals with the right skills and experience. The school will, wherever possible, use qualified careers professionals to offer advice and guidance to all or the overwhelming majority of students.
- B. To enable students to have an understanding of the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment.
- C. To develop and publish a careers programme that will raise the aspirations of all students regardless of academic ability and is tailored to meet their individual needs wherever possible.
- D. Ensure our Careers Strategy is fully supported by the Senior Leaderships team within schools and is approved by the board of governors
- E. To ensure there is a clear focus on the activities which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- F. Regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by students, teachers, employers and where appropriate parents.
- G. To maintain high quality careers provision endorsed by the Careers and Enterprise Company and to review the improvement of our programme by using the Compass evaluation and Tracker tools.

Learning from Career and Labour Market Information

- H. To encourage and increase the use of online careers tools and packages across all year groups. Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- I. To utilise and then support the development of labour market information to ensure staff and students are informed in their decisions and the advice being given. Work with the Worcestershire LEP and the Careers and Enterprise Company to help establish key priority areas which need to be developed.
- J. To promote the values of labour market information to parents/carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work ad apprenticeships and how these meet the local and national priorities.

Addressing the Needs of the Pupil

- K. To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.



- L. To develop accurate tracking systems to ensure students are able to keep track of their own journey, record and access the advice they have received and monitor the agreed actions and next steps
- M. Ensure that a programme of activity takes place which raises the aspirations of all students and challenges stereotypical thinking in terms of equality and gender.
- N. To ensure that students with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- O. To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. Careers guidance for learners with SEND should be based on the students' own aspirations, abilities and needs.

Linking Curriculum Learning to Careers

- P. To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led. Subject specialist staff can be powerful role models to attract students towards their field and the careers that flow from it.
- Q. To integrate national initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within school. E.g. Young Enterprise, Code Clubs.
- R. To ensure that careers related activity are built in throughout the school year and not just towards the end of any given topic/subject being delivered.
- S. Specific focus will initially be placed on linking curriculum to careers in English, Maths, Sciences and PHSE lessons.

Encounters with Employers and Employees

- T. To ensure that students receive at least ONE meaningful encounter with an employer during every year they are at school.
- U. Increase the number of activities which are conducted within school with the support of local employers.
- V. To ensure that students have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship
- W. To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment.
- X. Develop marketing materials for employers which will help them easily understand the impact of their involvement, the breadth of options available to them and the ways in which they can show they meet their corporate social responsibility.
- Y. Create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the school.
- Z. The school will also encourage students and parents to attend careers events such as the Worcestershire Skills Show held annually in March and the Worcestershire Apprenticeship show held annually in October.

Experiences of the Workplace

- AA. To ensure that students receive at least ONE meaningful experience of the workplace by the end of year 11
- BB. To ensure that students receive at least ONE further meaningful experience of the workplace during years 12 and 13.

- CC. To increase the number of employer workplace visits which will take place to enable students to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors based in Worcestershire.
- DD. To strengthen our links with local employers and support our Enterprise Adviser to facilitate careers related activity within school

Encounters with Further and Higher Education

- EE. Ensure all/overwhelming majority of students receives at least ONE meaningful encounter with Sixth Form Colleges and FE Colleges.
- FF. Ensure all/overwhelming majority of students has been provided with information about the full range of apprenticeships including higher level apprenticeships through the Worcestershire Apprenticeships activity offer.
- GG. Ensure all/overwhelming majority of students have experienced meaningful encounters with universities.

Personal Guidance

- HH. Ensure all/overwhelming majority of students have had an interview with a professional and impartial careers adviser by the end of year 11
- II. Ensure all/overwhelming majority of students has had at least TWO interviews with a professional careers adviser by the end of year 13.

3. EQUAL OPPORTUNITIES

The school will ensure that all students can benefit from CEIAG through different means of communication, such as the school website, as well as providing individual interviews when needed or requested. Students with special educational needs will be identified by the SENCO and supported in their choices throughout their time in school. The SENCO will involve the school Careers Advisers in transitional reviews for SEN students to produce plans for their progression to a positive destination. Students who have been identified as having some disadvantage in their background, will be prioritised for additional IAG. All vulnerable learners will be given extra and focused IAG.

Careers resources, including those which support applications to Higher Education, will be regularly reviewed and updated where necessary to ensure that all information is current and relevant.

4. CAREERS INFORMATION, ADVICE AND GUIDANCE WITHIN THE CURRICULUM

CEIAG will be delivered through timetabled PSHE lessons in KS3. Each year group in KS3, KS4 and KS5 will have information and materials appropriate to their stage and, in particular, to support them with key decision making and practical skills relevant to making applications. Raising awareness of the opportunities available to them and the wide range of employment areas is integral to their careers education units.

5. WORK RELATED LEARNING & WORK EXPERIENCE

Students in Year 10 and Year 12 are offered the opportunity to complete work experience in the Summer or Autumn Term. Placements may also be undertaken virtually where opportunities are available throughout the year. The school will assist them in making the arrangements, including the relevant insurance and health and safety checks. The school will undertake to prepare the students for their work experience placement with information, advice and guidance.

Some students who may benefit from more vocational learning within their programme of study are given the option to do so with a course at an alternative provider. They are identified by pastoral staff

or the school's SENDCO. The attendance, behaviour, motivation and achievement of students in alternative provision placements are monitored closely through regular and frequent monitoring visits.

6. GOVERNORS

The Governing Body of the school will ensure that the school:

1. Provides learners with continued access to employers, mentors and coaches whenever possible
2. Has in place a clear strategy to raise the awareness of students about the availability of careers advice and opportunities in employment, training and guidance

7. MONITORING AND EVALUATION

The school's provision of high quality careers education, information, advice and guidance is monitored, reviewed and evaluated by the Deputy Headteacher with responsibility for Teaching and Learning and for the Curriculum. The Deputy Headteacher also oversees the work of the independent Careers Advisers and ensures that the school not only fulfils its statutory duty to provide high quality, independent and impartial careers advice but that the service provides value for money.

This policy has links with other school policies – Teaching and Learning, Curriculum, Equal Opportunities, Special Educational Needs, the Education of Looked After Learners and the policy for Gifted, Talented and Exceptionally Able Students. The policy has been reviewed in the light of the new statutory guidance 'Careers Guidance and Access for Education and Training Providers' issued by the Department of Education in January 2018'*

*This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to independent careers guidance and provider access to schools. The term 'must' is used when the person in question is legally required to do something and 'should' when advice is being offered.

Droitwich Spa High School and Sixth Form Centre takes its responsibilities as a data controller and data processor seriously and are committed to using any personal data collected and held in accordance with the law. The schools policies, privacy notices and forms in relation to personal data are available for you to view on our web site at www.droitwichspahigh.worcs.sch.uk or by using the <https://public.droitwichspahigh.worcs.sch.uk/privacy>. The School's Data Protection Officer is the *Governance Manager* who can be contacted at Droitwich Spa High School and Sixth Form Centre, Briar Mill, Droitwich, WR9 0AA or by email at privacy@droitwichspahigh.worcs.sch.uk