

	Policy Statement For Careers Education, Information, Advice and Guidance (CEIAG)
Person(s) Responsible	
Executive Headteacher	Barbara Scrivens
Head Teacher	Sheraine Reid-Ferguson
Head of CEIAG	Vickie Collin (Career Options)
Date of Approval	August 2017
Date of Review:	September 2018

This Policy Statement is linked to the school's CEIAG CORE VALUES AND STUDENT ENTITLEMENT (see attached) with other supporting policies (see section 5).

The policy outlines:

- States the organisation's commitment to CEIAG (section 2).
- Includes a 'Student Entitlement Statement' that sets out the CEIAG young people can expect to receive (section 7).
- Explains how CEIAG links to the whole organisation's aims and development plans (section 5).
- States how CEIAG will raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes (section 7).
- Takes into account current good practice guidelines and any statutory guidelines and inspection requirements (section 1, 2 & 3)
- Is developed by a broad based team of staff contributing to the personal development curriculum with SLT involvement (section 3 & 4)
- States where CEIAG involves consultation with external partners (section 9)
- Includes the involvement of Thoughts of Others Directors (section 3)
- States the development and review of policy (section 4)

Section 1. Introduction

The rationale for Careers Education, Information, Advice and Guidance (CEIAG).

The aim of this policy is to support and underpin the broad aims of the school by enabling students to increase their knowledge, develop understanding and skills relevant to life in a rapidly changing world.

This policy has been written in response to the following:

- DfE Statutory Guidance for schools document '**Careers Guidance and Inspiration**' published in March 2015.
- The DfE guidance refers to sections 42A and 45A of the Education Act 1997 '**all registered pupils at the school are provided with independent, impartial careers guidance during the relevant phase of their education**'.
- School inspection handbook from Ofsted 15 June 2015 (<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>).
- The statutory duty 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). However, Spring Hill High School sees the value of a whole school approach to CEIAG and starts its provision from year 7.
- CEIAG statutory information on the national Quality In Careers Standard website <http://www.qualityincareers.org.uk/careers-guidance/>
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Updates 10/11/2016, 18/09/2017

Spring Hill High School endeavours to follow the guidance of the 'Career Development Institute' (CDI) framework' these are intended to help raise the quality and breadth of careers and work-related education for young people. The frameworks learning outcomes prepared by the CDI are to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people. http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf

The framework has three overarching aims:

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

In addition SHHS offers students opportunities in:

- Work Related Learning
- Work Experience
- Employability, and Engagement activities.

Furthermore, Spring Hill High School follows Prospects 'STEPS programme and learning outcomes that are mapped across the CDI learning objectives. The programme is assessed to take into consideration individual students therapeutic needs, SEN needs and learning style. The programme is tailored using different methods of learning i.e. interactive extension activities and a one to one approach. For the 6th form, Spring Hill High School uses 'Prospects' Post 16 Booklets in conjunction with Preparation for Working Life, one to one Career Guidance from Career Options and extension activities from employers and other providers. Please refer to the scheme of work available.

Spring Hill High School acknowledges that, as a specialist independent school for young people with Special Education Needs (SEN), still have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students' access to careers information, education and impartial guidance (1997 Education Act, 2008 Education and Skills Bill). **Maintained schools and Pupil Referral Units (PRUs) have a statutory duty to ensure that all registered pupils, from year 8 to year 13, are provided with independent and impartial careers guidance.**

Section 2. Commitment

Spring Hill High School is committed to the provision of high quality, impartial careers education (CE) supplemented by personalised information, advice and guidance (IAG) and to support young people to become everything that they can be.

The Careers Learning Programme is designed to meet the needs of learners and through their development to strengthen their motivation, aspirations and attainment at school. The aims are to enable the students to:

- a) **Understand themselves and the influences on them (Self Development)**
- b) **Investigate opportunities in learning and work (Career Exploration)**
- c) **Make and adjust plans to manage change and transition (Career Management)**

Spring Hill High School endeavours to follow:

- a) Education Act 2011 and the statutory guidance https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417895/Careers_Guidance_Schools_Guidance_March_2015.pdf
- b) <http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/63207.htm#a21> - Copy available on file – 'The Impact of the new duty on schools' file specific areas for our school see highlighted points' Accountability' regarding Destinations and Career programmes.
- c) The Gatsby Report - <http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

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- d) The CDI Framework http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf
- e) **16 to 19 study programmes: advice on planning and provision all young people on a full-time post-16 study programme should do work experience** –Government guidelines for those
<https://www.gov.uk/government/publications/16-to-19-study-programmes-advice-on-planning-and-delivery>
- f) House of Commons Education Committee report ‘Guide to conclusions and recommendations’ for CEIAG <http://www.publications.parliament.uk/pa/cm201617/cmselect/cmese/205/20510.htm>
- g) Other relevant guidance from OFSTED that appears from time to time.

Section 3. Roles and Responsibilities

The Head Teacher, Sheraine Reid-Ferguson is responsible and accountable for resources in relation to CEIAG. The policy is provided and reviewed in consultation with Thoughts of Others Limited Directors and Executive head teacher linking CEIAG to the whole organisation.

CEIAG responsibility

Vickie Collin is responsible for careers information, advice and guidance support to staff and students, they are also responsible for ensuring the CEIAG policy statement and entitlement are implemented and that information leads and manages the development of CEIAG in collaboration with head teacher and SLT.

Delivery responsibility for CEIAG and PHSE

Teaching staff, Martin McKenzie and Amber Weir are responsible for delivering Prospects STEPS coordinated and supported by Vickie Collin. The STEPS booklets have been adapted to consider students needs and ability.

Section 4. Development and Review of Policy

This policy was developed and is reviewed annually through discussion with the Head teacher, Thoughts of Others Limited Directors, Senior Leadership Team, teaching staff, SENCO, the school’s Career Advisor ‘Career Options’, Student Council, parents, Advisory staff and other external partners.

Section 5. Links with other Policies and development plans.

The policy is underpinned by the school’s policies of: SEND; Teaching and Learning; Curriculum, which includes: Citizenship, PSHE, Work Related Learning and Enterprise, Equal Opportunities, Able Gifted and Talented, Health and Safety.

Section 6. Objectives

The careers programme is designed to work alongside the transition stages and meet the individual needs of students at Spring Hill High School. It is differentiated to ensure progression through activities that are appropriate to students’ stages of career learning, planning and development. The objectives of career learning are:

- a) Communication – Students understand that a decision has to be made, e.g. student is equipped to make a timely decision at transition points
- b) Analysis – Understanding of self/options, e.g. student is fully informed of all entry routes into chosen vocation
- c) Synthesis – working out what needs to happen, e.g. student understands possible obstacles and solutions
- d) Valuing – Choosing between alternatives, e.g. student understands own values and applies them to alternative transition options
- e) Execution – Strategies for implementation, e.g. Student has an action plan and follow up both personally and via regular talks with deputy, tutor and/or learning assistant.

Updates 10/11/2016, 18/09/2017

Section 7. Student Entitlement Statement

Students are entitled to careers education and guidance that is person centred, impartial and confidential. It will be integrated into their experience of the whole curriculum and the programme will promote equality of opportunity and diversity, raise aspirations, challenge-stereotyping, inclusion and anti-racism. In addition, Citizenship Education and delivery of PSHE through tutorials will explore areas around challenging stereotypes and diversity.

The Oxfam Youth Philanthropy Initiative is embedded within citizenship curriculum. The Youth Philanthropy Initiative is an inclusive, multi-award-winning secondary school program that grows compassionate communities by connecting youth to social issues, local charities, and philanthropy at a pivotal stage in their adolescence. Students will orchestrate a local active citizenship campaign to effect change in their local community relating to a chosen issue. For more information, see the website <http://www.goypi.org/>.

Spring Hill High School recognise that courses and employment are available and suitable for people of varying skills, abilities and personal qualities. The school encourages students to consider these aspects when choosing work placements, Training providers, FE and HE courses and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

Where CEIAG fits in with the whole school approach.

The careers programmed 'Career Options' is a tailored programme using Prospects (STEPS). A timetable of delivery is attached showing a full scheme of work for teachers to deliver the careers programme. In addition, students receive impartial one to one advice and guidance from the school careers adviser.

Students from year 7 and year 13 should:

- a) Learn about themselves and the influences on them (STEPS)
- b) Develop decision making skills (STEPS)
- c) Develop skills to help them manage transition (STEPS, CIAG)
- d) Develop skills to use and research careers information (STEPS)
- e) Have access to up to date information about opportunities in learning and work (CIAG, Partners, employers).
- f) Have impartial, confidential and up to date guidance (CIAG)
- g) Learn about the world of work (STEPS, Partners, Employers)
- h) Experience the world of work where appropriate (Work Experience)
- i) Gain personalised support and guidance to help them manage their own learning and progression to the next stage (CIAG).
- j) Identify long- term goals and to plan the next steps to attain them, with the support of specialist advisers (CIAG).
- k) Handle careers information to assist them in making informed choices on learning options, skills occupations and progression routes (CIAG).
- l) Prepare for the opportunities, responsibilities and experiences of adult life by providing experiences within and outside the curriculum to help learn about the world of work. (CIAG, School staff).
- m) Brokering relationships between employers, schools, colleges and parents; giving students insights into different careers; providing access to active experience of work, and raising their career aspirations (CIAG).
- n) Once work experience dates have been confirmed, preparation must take place 6/7 weeks before placement. This will be delivered during the PSHE lessons supervised by Career Options. (CIAG, School staff).

Section 8. Parents' and Carers' Entitlement

Spring Hill High School recognises that parents and carers have a vital role to play in the positive decision making of their children and are therefore committed to parental consultation and sharing of information. The leadership team and deputies are always willing to discuss any concerns relating to careers issues.

Updates 10/11/2016, 18/09/2017

A half termly newsletter is sent to parents and carers to inform them of Careers news and request their views.

Parents/carers are entitled:

- a) To have access to information at transitional points at 13 years, at 16 years and during Post-18 education via reviews/school meetings and liaising with in-house Head of Careers (Career Options).
- b) To have information about proposed work experience and the opportunity to discuss work experience issues.
- c) Parents and Carers have an opportunity during the Awards Ceremony at the end of summer term to talk to teachers about any concerns and receive feedback. This is in addition to the above reviews, meetings, phone conferences or emails.

Section 9. Maintaining Links with Post 16/19 Providers

Working relationships with post-16/19 providers are maintained by regular meetings, Texts, phone calls follow ups, emails and visits.

Appropriate working relationships are maintained with post 16/18 providers and employers. Some of these links are specific supportive employers/organisations (external partners). These are maintained by Careers Options. In regular outreach time, 75% of time is allocated towards outreach maintenance.

Spring Hill High School has good links with:

- Local Authorities, Warwickshire, Birmingham, Derbyshire, Devon, Essex, Coventry, Walsall.
- SENCO roles within other institutions
- Careers services within other local authorities
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- Mainstream FE and HE providers, University College Birmingham, Birmingham Metropolitan College, South and City College, Walsall, Solihull.
- Local employers, Mondelez, Harbour Café, Birmingham Reptile Pets, Donkey Sanctuary,
- The Creative Alliance – outside agency
- Career Crowd – outside agency
- Training Providers – Gordon Franks, Brakes,
- Aim Higher-
- STEM Consultant – Sarah Cosgriff
- Princes Trust – Steve Belcher
- LACES – The virtual School,
- Specialist providers - QAC, Matthew Wright. Argent College,
- National Citizenship Service (NCS) Jasmine Howells
- National Careers Service
- Birmingham Children's Hospital – Employer visits
- Mondelez International (Employer) – Work experience
- Specialist Provision – Trinity Specialist College, GlassHouse Specialist college.
- Gro Organic (bespoke provision) –Chelmsley Wood
- Birmingham Dogs Home – Catherine De Barnes
- Nisai Group virtual Academy - <http://www.nisai.com>

Section 10. Implementation

Management

Head of CEIAG is responsible for coordinating the careers programme. This is delivered by Tutors, and Career Options and overseen by Deputies.

Head teacher and SLT work in partnership with Career Options.

The Policy is reviewed annually.

SLT deputies meeting with professionals attending (Career Options, and other professionals) every third week in each half term.

Updates 10/11/2016, 18/09/2017

Section 11. Training Needs

Career Options carries out regular training during Inset Days and regular support to deputies and those delivering CEIAG. New staff receive training weekly for the first 2/3 weeks of term. Training is reviewed half termly with an evaluation.

Delivery - Career Options and school staff deliver CEIAG, transition role and co-ordinator role and is responsible for developing and organising whole school careers enrichment activities such as University/College/Employer/training provider visits and employment and career fairs, and Year 8 and 11 options together with updating online career resources.

In addition, Career Options implement and deliver careers information, advice and guidance programmes, an awareness of current developments in careers and higher education as well as having the ability to work and form effective partnerships with both internal staff and external agencies.

Career Options

Staffing

All staff contribute to the objectives of Careers Learning through their roles as tutors and subject teachers and in PSHE and Citizenship lessons and tutorials.

The head teacher is responsible for planning, monitoring and evaluating the careers programme annually with the support from head of CEIAG and deputies. Specialist sessions are delivered as and when necessary by teachers and outside dedicated support agencies, supporting students to achieve a well-informed, realistic decision. Careers information is available in the library to be maintained by the deputy head of sixth form.

Section 11a. Staff Development

Spring Hill High School is committed to supporting its staff to achieve the aims of the programme through Continuous Professional Development (CPD). Information will be disseminated during deputy meetings, Staff Meetings, CEIAG meetings and annual inset days i.e. Training on careers resources, UCAS Apply, Career Software, STEPS, EHC Plans, etc.

Section 12. Curriculum

Careers education is embedded within the PSHE / tutorial programme and includes sessions on skills development, Transition stage options, FE/HE choices, apprenticeships, traineeships, and information and research activities. Speakers such as employers, training providers are invited to speak to sixth form students.

Other focused events are provided from time to time including the opportunity for all students to attend Universities, careers fairs, local colleges, employer visits and training providers, etc.

Students in year 10-13 are targeted for career interviews or self-refer through their tutor. These are carried out by Career Options.

Students have the opportunity to undertake work experience as part of their personalised curriculum at a time suitable for their needs. In the sixth form there is the opportunity for small group planning and evaluation of the work experience. Students are actively involved in the planning, delivery and evaluation of activities.

Section 13. Monitoring, Review and Evaluation

This takes place through various methods such as:

- a) Lesson observations and Learning Walks (termly via SLT)
- b) Student Voice (discussion and comments through tutorials)
- c) Evaluation of work experience placements (Employer evaluation form)
- d) Tutorials/ PSHE (half term plans)

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- e) Termly Head teacher Review Meeting; regular contact with EH (Executive Headteacher)
- f) Destination reporting to Local Authorities are completed quarterly
- g) School newsletter provides opportunity for parents/carers to give feedback.

Section 14. Equal Opportunities/diversity/stereotypes and aspirations

The careers programme seeks to raise aspirations, support the school Equal opportunities Policy and endeavours to implement it in the following way:

- a) Seeks to promote the raising of the participation age, raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes.
- b) All learners are offered impartial guidance tailored to individual needs.
- c) Learners identified (including Looked After Children, those with Learning Difficulties and/or Disabilities and other vulnerable young people) at risk of having difficulty with transitions are provided additional and sustained support in collaboration with appropriate partners for example, specialist colleges, employer engagements and work experience opportunities.
- d) To respect and value the rights, attitudes of each other regardless of age, gender, disability, race, sexual orientation and religion.
- e) Careful selection of posters and display material in relation to Equal Opportunities.
- f) By encouraging all students to prepare to support themselves financially.
- g) By encouraging all students to consider all options including non traditional careers and self employment.
- h) By avoiding the use of one gender and gender specific job titles. e.g. using he/she, son/daughter, waiter/waitress.
- i) By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons and through learner voice.
- j) By not arranging and by discouraging separate sex groups for group work
- k) Equal access to information for all students of all abilities

Section 15. Resources

Funding is allocated in the annual budget planning round. Funding for developments in the school's improvement plan is considered in the context of whole school priorities. A member of SMT is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought.

Approvals

Head Teacher
Sheraine Reid-Ferguson – Spring Hill High School

Jim Sullivan
Director - Thoughts of Others Limited

Education Consultant – Spring Hill High School
Barbara Scrivens

Head of CEIAG (Career Options)
Vickie Collin

Date of approval: _____

Date of next annual review: _____

