

CAREERS POLICY

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Approved by SLT / Governors - September 2022

Renewal - September 2023

Soar Valley College Policy for Careers Education, Information, Advice and Guidance (CEIAG)

A Policy for Careers Education, Information, Advice and Guidance Introduction Statutory Duties.

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 11 (15-16 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.

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. Please see Provider access policy.

Rationale

Soar Valley College has statutory responsibility for securing access to independent and impartial careers guidance for all pupils in years 8-11. In the context of this duty, careers guidance consists of services and programmes intended to assist students to make and implement education, training and occupation choices and to learn how to manage their careers. Soar Valley College has strong links with outside agencies including universities and colleges and local businesses which contribute to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals
- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and working
- Developing the skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Improving literacy – developing information and communication skills
- Improving progression
- Reducing NEET.

Purpose

Soar Valley College is committed to career learning and development and fulfils its statutory obligations. Careers learning supports the school's overall vision and is linked to the school improvement plan. Governors and senior leaders have a key role in developing and approving the policy and this process ensures a high profile and a secure place for CEIAG within the school curriculum. This policy is linked to other school policies including Equalities and Health & Safety.

Commitment

The Academy is committed to providing all its students with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance. It is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies.

Management

This area is supported by a link governor. The Careers Leader has strategic responsibility for CEIAG, oversight of CEIAG with access to administration support. Soar Valley College has responsibility for securing its external careers guidance service. The Careers Leader will also oversee the structure for delivery by members of staff who have access to relevant training. The Careers and CEIAG Team will review and evaluate the provision with all stakeholders including young people and the external IAG service, taking into account the school's destination measures.

Mr Wayne Ridgeway (Assistant Vice Principal) is the SLT link for Careers. Ms Claire Houlton is the Careers Leader with responsibility for Careers at Soar Valley College. Our Careers Adviser is Mrs Simmi Patel who is qualified at Level 6 in Careers Guidance. Claire Houlton has completed a Level 7 Careers Leaders course through Nottingham Trent University.

Health and Safety and Safeguarding

All visits and visitors working with our young people adhere to the school's Safeguarding Policy Curriculum Provision. There is a planned programme of learning experiences with learning outcomes for Year 7 to Year 11 which enable young people to:

- Develop themselves through career and work-related education
- Learn about careers and the world of work
- Develop career management and employability skills
- Understand about Labour Market Information and the value of a good GCSE in Maths and English
- Understand about the importance of science and maths (STEM) and the varying occupations available in these subjects
- Make decisions on their next steps in learning or education which could include further education, apprenticeships, traineeships, university or employment
- Understand the value of out of school opportunities to support their career aspirations such as NCS
- Undertake a world of work experience in Year 10.

Personal Provision Elements of the above will require access to individual information advice and guidance through:

- Access to the Academy's Careers Advisor, external careers advisors, visitors and mentors.
- Access to external sources including The Big Bang festival, employers, learning providers, alumni, the National Careers Service and specialist face to face careers guidance. The school will secure additional access to face to face external specialist careers guidance as stated in the Education Act 2011 for our vulnerable students as defined by the school's governing body.

Resources

The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD opportunities and commissioning of external sources
- Adequate staffing with appropriate training
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions.

Partnerships

The policy recognises the range of partners that support the CEIAG offer within our school. These include:

- Formal arrangements with external providers of careers guidance and others

- Liaison with post 16 providers and higher education institutions
- Employers and training providers
- Parents and carers

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The careers lead is responsible for the effective deployment of resources.

Introduction and Entitlement

Students are entitled to CEIAG that meets professional and ethical standards of practice and which is student-centred, impartial and confidential. Soar Valley College's programme is integrated into student's experience of the whole curriculum and is based on the partnership between the school, the student and their parents/carers. The programme aims to raise aspirations and broaden horizons, challenge stereotyping and promote equality and diversity.

The eight Gatsby benchmarks of Good Career 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

Commitment

To support the school's curriculum there is a planned programme of career's education. CEIAG is available for all students and the school works in partnership with external independent providers.

The school's policy is informed by published reports from a range of sources including: Careers Education Framework 7-19 – Statutory Guidance: Impartial Careers Education (2010); Ofsted – Going in the right direction? (Sept 2012); Russell Group – Informed Choices (2013/4); The Gatsby Foundation – Good Career Guidance including the Gatsby benchmarks for career guidance (Apr 2014); National Careers Council – An Aspirational Nation (Jun 2013);

Development

This policy was developed and is reviewed every two years in consultation with teaching staff; the school's career's advisors; students; parents; governors and external partners.

Links with other policies

This policy has been written with reference to the following school policies:

Assessment Policy

Child Protection Safeguarding Policy and Procedures

Curriculum Policy

Equal opportunities policy

E-safety Policy

Provider Access Policy

Race Equality Policy

Relationship and Sex Education Policy

School Development Plan

SEN Policy Staff development Policy

Implementation

The head teacher and governors have overall responsibility for CEIAG provision. The appointed careers lead has responsibility for CEIAG at Soar Valley College. The name of the career's leader and their contact details are published on the school's website. They have responsibility for all strategic aspects of delivering the programme. Pastoral leaders have operational responsibilities for delivering the programme in their year groups and the SENDCO has responsibility in their areas for delivering the programme to identified students with different entitlements.

Partnerships

An annual agreement is negotiated between Soar Valley College and various partner organisations which identify the contributions that each will make to the programme. Agreements are in place with REACH, Leicestershire Cares and Leicestershire Local Authority for the contributions that they make to the programme. The school works with Leicester and Leicestershire and Enterprise Partnership (LLEP) and an Enterprise Advisor who volunteers to support the school through the LLEP.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered through the PSHE curriculum and lessons as well as through Tutor Periods every term. The career's programme is planned, monitored and evaluated by the career's leader and overseen for each year group by their line manager. Careers information is available on the school website which has comprehensive links to a range of websites offering independent advice.

Wayne Ridgeway (Careers line manager) wridgeway@soarvalley.leicester.sch.uk

Claire Houlton (Careers Leader) choulton@soarvalley.leicester.sch.uk

Simmi Patel (Careers Advisor) spatel@soarvalley.leicester.sch.uk

Personal Provision

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Curriculum provision

The programme is planned and evaluated using the Gatsby Benchmarks these are reviewed using the Compass Tool developed by the Careers and Enterprise Company (CEC).

The school is committed to;

Providing a planned programme of activities to which all students from Years 7 – 11 are entitled which will help them to plan and manage their careers.

Helping students develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.

Helping young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages.

Working in partnership with Leicestershire Local Authority, LEBC Education Business Partnership, Leicestershire Cares and other providers of associated services to ensure all students access education, employment or training at the relevant transition points.

Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance and takes regard of relevant published information about local and regional employment patterns and trends.

Offering appropriate opportunities for all students to attend and visit further and higher education institutions to support them developing their aspirations.

The outcomes for students are based on the Gatsby Benchmarks;

Benchmark 1 – A Stable Careers Programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

Benchmark 2 – Learning from Career and Labour Market

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

Benchmark 3 – Addressing the Needs of Each Pupil

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

Benchmark 4 – Linking Curriculum Learning to Careers

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

Benchmark 5 – Encounters with Employers and Employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6 – Experiences of Workplaces

Every student 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.

Benchmark 7 – Encounters with Higher and Further 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.

Benchmark 8 – Personal Guidance

Every student should have opportunities for guidance interviews with a career 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.

Providing access to our students

The school recognizes the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships. The arrangements for access to our students are covered in the Provider Access Policy.

[PLEASE LINK TO OUR PROVIDER ACCESS POLICY](#)

PLEASE LINK TO OUR SAFEGUARDING POLICY

The careers programme is published on the school's website with details of the programme for each year group.

Training

Staff training needs are identified as part of the yearly planning cycle and agreement process. Funding for this is provided by the school and from external sources where appropriate.

Monitoring, Review and Evaluation

All partnership agreements are reviewed annually by the careers leader. The careers programme is reviewed yearly. Students and parents are actively involved in the planning, delivery and evaluation of activities. Evidence from these reviews informs the school's self-evaluation process.

Soar Valley College has an embedded programme of career education and guidance which ensures that all students and their parents have access to good quality information about future study options and labour market opportunities. Students have different career guidance needs at different stages and advice and support is tailored to the needs of each student. All teachers aim to link curriculum learning with careers with particular emphasis on the relevance of STEM subjects for a wide range of career paths.

Every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. All students understand the full range of learning opportunities that are available to them. This includes both academic, vocational and apprenticeship routes and learning in schools, colleges, universities and in the workplace. Every student has the opportunity for a guidance interview with a career adviser. This is available whenever significant study or career choices are being made.