



**Pedmore
High School**
Aspire, Persevere, Succeed

Careers Education, Information, Advice and Guidance (CEIAG) Policy

Staff Responsible:	Miss C. Papadopoullos
Governor Link:	Miss A Danks
Policy Name:	Careers Policy
Date Adopted:	September 2021
Date of Next Review:	Summer 2023

Introduction

The overriding objective of Careers Education, Information, Advice and Guidance (CEIAG) at Pedmore High School is to develop the skills, attitudes and abilities of our students to enable them to make effective decisions about their future education, training, employment and life as an adult member of society. This Careers Strategy is to ensure that the CEIAG offer provides learners with high quality opportunities to prepare learners for the next stage and transition in to positive destinations and long-term healthy career success. At Pedmore we will:

- Continuously review the impact of our CEIAG.
- Increase careers advice and guidance to be an integral part of the schools offer.
- Strengthen strategic partnerships with employers and further and higher education institutions and apprenticeship providers
- Ensure that the Gatsby Benchmarks are fully embedded in our CEIAG Programme.

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum and programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives. Each year a minimum 1 experience in line with The Careers and Enterprise benchmarks will be planned as part of the curriculum.

Pedmore High School has a statutory duty to secure independent and impartial careers guidance for students in Years 10-13 (Statutory Guidance October 2018). The careers provision is mapped against best practice guidance (December 2017), The Careers & Enterprise Compass evaluation tool and the established Gatsby benchmarks.

Professional evaluation is provided by The Black Country Careers Hub. Self-evaluation against the Gatsby Benchmarks is carried out in conjunction with the Black Country Consortium Enterprise Co-ordinator (Corin Kelsey) and the Governor Lead for Careers (Alison Danks) on an annual basis and where significant in-roads for careers developments have been made.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme. There is a separate career development plan for each year group that is being revised and updated to not only suit the needs of the students but also adhere to current social distancing measures during the COVID -19 pandemic. In addition, a revised version of the provider access policy (Baker Clause) which outlines opportunities for employers, training providers and educational institutions to work with us, is being devised.

This policy also links with the School Improvement Plan, Pupil Premium & SEN policies

Aims & Objectives

The career programme at Pedmore High School aims to:

- Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school.
- Provide a wide range of experiences, support and guidance to help them make decisions about their future. This starts in Year 7, and supports students through to leaving us in Year 12 (or Year 13 after their Sixth Form years in future)

The programme is based on evidence from the Gatsby Foundation and aligns with the recommended Gatsby Benchmarks. These are:

Benchmark 1: A stable careers programme

Benchmark 2: Learning from career and labour market information

Benchmark 3: Addressing the needs of each pupil

Benchmark 4: Linking curriculum learning to careers

Benchmark 5: Encounters with employers and employees

Benchmark 6: Experience in the workplace

Benchmark 7: Encounters with further and higher education

Benchmark 8: Personal guidance

Students leaving Pedmore will have the skills, knowledge and dynamism to reach their full career potential, to meet the needs of employers and to contribute to the economic growth of the nation.

Student Entitlements

- A planned programme of Careers Education which provides opportunities to develop and apply the knowledge understanding and skills necessary to make realistic careers decisions.
- Individual guidance from Dudley Connexions from a suitably level 6 qualified professional in Careers Advice and Guidance
- A “virtual drop-in” Careers Resource Centre with comprehensive and up to date information about opportunities in Education, Training and Employment.
- Support for the processes of preparing effective CV’s, learning interview presentation skills and individual action planning.
- Opportunity to experience the world of work- whether face to face; virtual or 50:50

An overview of our Careers Programme

The aim is for every pupil to have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer. A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. Owing to Covid-19 this will be adapted to occur virtually where necessary. This will be achieved through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Year 7 students

Students will, during their lessons, tutor time and PSHE drop down days (5 an academic year), have the opportunity to explore aspects of employability. A programme of study focusing on Careers is delivered through our PSHE scheme of work. This aims to provide students with the opportunity to understand what employability skills are and how they can develop them in school.

Year 8 students

Students will have independent advice and guidance about their futures through discussion with careers professions, assemblies and careers related events. This will include small group mentoring and programmes designed for specific student's needs. In addition to this, in lessons careers related activities/information will take place when appropriate. PSHE days will enable them to reflect on their employability skills and work on projects with local employers and training providers.

Year 9 students

Students will have PSHE days that will develop their understanding of the World of Work. The content will enable them to think about their pathways and work in more detail working with specialists delivering employability sessions and with employers to experience solving real business problems. Students will also prepare for their option choices for Key Stage 4 examination study by using the online careers tool such as Kudos to explore how and if their subject selection is in line with their future career and study pathways.

We also aim to develop our student's aspirations and as such they will be introduced to Higher Education through our Aspire to HE events and programmes. In lessons careers related activities/information will take place when appropriate.

Year 10 students

Students will have abundant opportunities to work with local employers, considering a wide range of career pathways taken by local companies, parents, teachers and ex-students. This will include:

- Attendance at the World Skills Show
- Taster/College days
- Work Experience (virtual; face to face or 50:50)
- Employer in school events

- Apprenticeship events
- Subject specific employment events
- FE/HE in school events in PSHE days and in curriculum
- Development of their CV's

In addition to this, students will be encouraged to think about their choices at 16+ by attending taster events at local FE providers and private training providers and these providers visiting students in school based activity/events.

Year 11 students

Students will focus on their examinations and securing their place of Further Education/Apprenticeships. In the Autumn term, students will finalise CV's and applications to colleges and employers, they will have interview practice and all students will have the opportunity for careers advice meetings our independent adviser delivered by the Connexions Service.

In addition to this, in lessons careers related activities/information will take place when appropriate.

1:1 Careers guidance is also offered to all students.

Throughout the year, we work closely with Year 11 to track their progress with college applications/apprenticeships and work with specialist agencies such as Connexions where necessary. It is expected that students and their parents/carers from all year groups attend Parent consultation Evening events where the Connexions service and similar level 6 providers give information and guidance in respect to future pathways / careers / apprenticeships and colleges.

Equal Opportunities

This policy takes particular care to foster equal opportunities and to see that aspirations are not constrained by stereotypes and traditional patterns of employment.

Needs-based referral

Head of Year, the SENCO , Pastoral Managers and Form Tutors will work with students and identify students who would benefit from early intervention, for example a student with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training). For those students who are at risk of NEET, further interventions are arranged as appropriate for each student through our Aspire to HE Programme.

Career Information

Career information is available on the school website and within curriculum areas (although this needs developing further). The ILC also contains a range of university and college prospectuses, career guides, apprenticeship and employer information.

Information can also be found on the More + Learning Platform and Unifrog

External Providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations employers, school alumni, or staff from various projects. In addition, School Governors and volunteers for 'Given Hour' are used to assist with mock career interviews.

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and outcomes for students.

The careers programme is evaluated in a number of ways including;

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, work experience and mock interviews
- Informal feedback from external partners and parents
- Student destination data post 16 and 19
- Consultation with external providers
- Parental surveys
-

Working with Outside Providers / Voluntary sector

To support the Careers Programme the school works in collaboration with:

- External guidance providers (Local Authority support / Connexions/ Black Country Consortium)
- Other Invictus schools /local and regional colleges
- Training Providers
- Voluntary / community sectors
- Expertise of Governor

Management / Staff development / Resources

- The careers programme is led by Miss C. Papadopoulos – Deputy Headteacher
- A colleague from each department acts as Careers Champion promoting the world of work /careers through their particular subjects
- Dedicated time is provided to staff to fulfil their careers remit
- There is a dedicated fund for the careers programme in the school's annual budget

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and outcomes for students.

The careers programme is evaluated in a number of ways including,

Student feedback on their experience of the careers programme and what they gained from it

- Staff feedback on careers lessons, work experience and mock interviews
- Informal feedback from external partners and parents
- Student destination data post 16 and 19

This policy was formally approved by the Governing Body on: pending Wed 30th Sept

This policy will be monitored and reviewed on an annual basis to ensure that current legislation and best practice is observed.

Chair of Governors: Mr R Evans