



Careers Education and Guidance (CEG) Policy

Review Date:	January 2022
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Policy for Careers Education and Guidance (CEG)

Introduction.

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 9-11 access to careers education, information and guidance. The Policy for CEG is further developed in line with the Careers guidance and access for education and training providers, 2018. The school endeavours to follow the guidance in The National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4.

Careers Guidance will be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and actively promote equality and diversity.

Commitment

The school is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-11 in partnership with the local Connexions Service.

Following publication of the Good Career Guidance Report in 2014 by the Gatsby Charitable Foundation, and further guidance from the DfE in 2018, the school is committed to ensuring that the eight benchmarks of good practice are in place. These eight benchmarks are:

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

The school uses 'Compass', an online self-evaluation tool, to assess how the careers support compares against the Gatsby benchmarks and the national average. The school uses the data generated to track progress against the benchmarks over time. (Appendix 2)

Development

This policy was developed and is reviewed annually through discussions with teaching staff; the school's Connexions personal adviser(s), students, parents, governors, advisory staff and other external partners.

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies, including

- Health and Safety (9)
- SEN (36)
- Curriculum (37)
- Monitoring and Assessment (52)
- Teaching and learning (53)

Objectives.

Students' needs

The careers programme is designed to meet the needs of all the students at Oakfield School. It is differentiated to ensure progression through activities which are appropriate to students' stages of career learning, planning and development (appendix 1).

Entitlement

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

Implementation

Management

The school's career programme is led by Mr Lee Thompson, a member of the Senior Leadership Team. The designated Teacher is Mrs Helen Booth. Student guidance is managed through the school's Connexions Liaison and SENDCo linked directly to the EHCP Annual Review process. Work experience is planned and implemented by the work experience co-ordinator/Connexions Liaison who works with the Year 10 form tutors and Learning Behaviour Support Mentors.

Staffing

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors, subject teachers and Learning Behaviour Support Mentors. Careers education is planned, monitored and evaluated by the Senior Teacher (Curriculum) and Designated Teacher, in consultation with the Connexions personal adviser. The Connexions personal adviser provides specialist careers guidance. Careers information is available in the Connexions Resource Centre, which is maintained by the School Connexions Liaison. Administrative support is available to the careers co-ordinator as resources allow.

Curriculum

The careers programme includes careers education lessons via PSE and Employability lessons, careers guidance activities (group work and individual interviews), information and research activities (in the Connexions Resource Centre), work-related learning (including one weeks' work experience), action planning and recording achievement (LogonMoveon). Careers lessons are part of the school's Personal Development programme and are monitored by the school's Personal and Social profile, as well as externally via the Employability course. Other focused events, e.g. a Higher Education Fair and Theme Days are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

Assessment

Career learning outcomes have been identified and a framework for assessing what students have achieved is being developed for all year groups, as part of the PSE and Employability courses, and are also tracked as part of the school's Personal and Social Profile.

Partnerships

An annual Partnership Agreement is negotiated between the school and the local Connexions Service identifying the contributions to the programme that each will make. Other partnerships are being developed, e.g. with the local Education Business Link Organisation.

Resources

Funding is allocated in the annual budget planning round. Funding for developments in the school's improvement plan are considered in the context of whole school priorities. Sources of external funding are actively sought.

Staff development

Staff training needs for planning and delivering the careers programme will be identified in the staff development plan in the Partnership Agreement with the Connexions Service, and activities will be planned to meet them. Funding will be accessed from the Careers INSET budget held by the Connexions Partnership, through their careers education adviser.

Parental Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Reporting

Oakfield tracks and reports destination data to the Local Authority. Destination data is scrutinised and used as a tool to both inspire younger students and to reduce the number of students vulnerable to NEET (not in education, employment or training). This data is presented to the Governing Body.

Health and Safety

During the current Covid pandemic, and during any similar outbreaks in the future, it is essential that hygiene and public health measures are observed and adhered to.

In facilitating work experience programmes, school is responsible for ensuring that students have suitable placements for which all reasonable steps have been taken to ensure their health, safety and well-being. It is acknowledged that on occasion, it may not be possible to offer placements to students due to government guidance relating to health and safety.

It is essential that as part of the management of work experience arrangements, school must ensure that each case is evaluated individually and that the organisation / work-place confirms to the school, in writing, that they can additionally demonstrate:

- Their procedures comply with COVID-19/future pandemic Government and PHA Guidelines
- Risk assessments of work practices have been carried out to identify possible risks and all those specific to COVID-19/future pandemic in line with PHA and Government Guidelines
- Any relevant Covid-19/future pandemic risk assessments or procedures have been drawn to the student and school placement co-ordinator's attention and may include guidance on cleaning, handwashing and hygiene procedures, social distancing, use of face-coverings and any actions taken to reduce risks of exposure to coronavirus (COVID-19)/future pandemic in the workplace

Monitoring, review and evaluation

The Partnership Agreement with Connexions is reviewed termly. The programme is reviewed annually by the Senior Teacher (Curriculum), Designated Teacher, and Connexions Liaison and the personal adviser using the local quality standards for CEG to identify desirable improvements.

Appendix 1 Careers Programme

	Autumn	Spring	Summer
Year 7	Meetings with careers professional	National Careers / Apprenticeship Weeks (March) Big Bang- March	Personal interests/qualities questionnaire-linked to careers (to be completed during tutor/key worker sessions)
Year 8	Meetings with careers professional	National Careers / Apprenticeship Weeks (March) Big Bang- March	Personal interests/qualities questionnaire-linked to careers (to be completed during tutor/key worker sessions)
Year 9	Meetings with careers professional Careers Fair Connexions meetings	National Careers / Apprenticeship Weeks (March) Big Bang- March Log on move on- CV/Employability passport	GCSE Options Process Applying for 14-16 College placement if applicable Online Careers Questionnaire (to be completed during tutor/key worker sessions) https://www.pearson.com/uk/career-choices/PearsonUKQuizzes/General/index.html Hull University Ace day

Year 10	Connexions meetings/Interview with qualified careers advisor Meetings with careers professional	National Careers / Apprenticeship Weeks (March) Work Experience Week Log on Move on- CV/Employability passport	Interview with qualified Careers adviser Online Careers Questionnaire (to be completed during tutor/key worker sessions) https://www.pearson.com/uk/career-choices/PearsonUKQuizzes/General/index.html
Year 11	College Tours Connexions Meetings Exploring enterprise skills (ASDAN employability strand) Exploring job opportunities (ASDAN employability strand) Meetings with careers professional	National Careers / Apprenticeship Weeks (March) Exploring job opportunities (ASDAN employability strand) Post 16 provision applications Log on move on- CV/Employability passport	Applying for a job (ASDAN employability strand) Confirmation of post 16 education destinations for all pupils.

Appendix 2

How Oakfield Schools meets the Gatsby Bench Marks

The school has taken part in the Compass careers benchmark tool. The school scored highest in benchmark 3 (scoring 90%) and benchmark 6 (scoring 100%).

Benchmark	Gatsby Bench Mark descriptor	How we currently meet this Benchmark	Development areas
A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	The school's careers program is approved by the board of governors and is monitored every year. It contains both strategic and operational elements. The schools policy is available on the website and is aimed at students, teachers, employers and parents/carers. The school has assigned a member of the SSLT to oversee the school's careers policy.	To school's careers strategy to have suitable resources allocated to it. To take into account feedback from pupils, parents/carers during the evaluation process of the policy.
Learning from career and labour market information	Every pupil, 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.	Information regarding labour market opportunities is available on the website.	To encourage pupils and parents/carers to access up to date information about the labour market.
Addressing the needs of each pupil	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	The school actively seeks to raise the aspirations of all students and give them the self-belief they can achieve in finding a suitable career they can excel in. Each pupil's work experience placement is tailored where possible to their personal likes.	Pupils to visit careers fair. This is planned for this academic year (2019/20) for all year 9 pupils. Encourage pupils to produce an accurate record of their careers and enterprise experiences.

		<p>As a school, we collect and maintain accurate data for each pupil on their destinations and we share this with the Local Authority. This information is available on the schools website.</p> <p>Desired employment/college outcomes are discussed during EHCP meetings. If a pupil express an interest about a college placement/course then the school will try to source a suitable 14-16 college placement.</p>	
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.	<p>At Oakfield, we deliver careers, employment and enterprise lessons through PSE lessons. In addition to this, we have a standalone 'Employability course' for year 11 students.</p> <p>We make it clear to pupils that if they do not achieve a grade 4 at GCSE in English and Maths they must re-sit as a part of their 16-19 study program.</p>	For all subject areas (in particular Science, Technology and Mathematics) to express the importance of those subject areas in developing future career paths.
Encounters with employers and employees	Every pupil 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.	Pupils do participate in various offsite trips where they encounter different job types.	For pupils to have at least one meaningful encounter with an employer every year they are at school.

Experiences 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.	An overwhelming proportion of students have had an experience of a workplace by the end of year 11.	To continue to encourage pupils to participate in work experience through participation wherever possible, or to gain knowledge of working life through other resources (for example: online) if circumstances (such as Covid) prevent face-to-face participation.
Encounters with further and higher education	All pupils 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.	Many of the pupils on roll at Oakfield find the transition to higher education an anxious time. To help ease this transition year 11 pupils have tours of various sixth from colleges. In addition to this we also promote Key stage 4 pupils attending local 14-16 colleges to study specific subjects that we currently don't offer in school such as QPD, construction (Hull College), Motor Mechanics and Hair/Beauty (East Riding College).	To provide pupils the opportunity to visits universities, apprenticeships and independent training providers.
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	Currently, mock interviews for all pupils take place during PSE and employability lessons.	A new initiative was planned for the 2019/20 academic year where all pupils by the end of year 11 will have had an interview with a qualified careers advisor. Currently, this is on hold due to the Covid pandemic, but will be implemented as soon as possible.

Approvals

Signatures: **(Headteacher)** **(Chair of Governors)**

Date of approval by Governors

This Policy was reviewed January 2021.

Signed:

Mr Lee Morfitt (Chair of Governors)

Next Review January 2022 unless guidance changes then this policy will be amended according to statutory/national guidance