



CAREERS EDUCATION GUIDANCE AND PROVIDER ACCESS POLICY

Adopted by the Governing Board: 4 July 2022
SLT Lead: G Yaseen

CONTENTS

		Page(s)
Para 1	Introduction	2
	1.1 Rationale	
	1.2 Commitment	
	1.3 Development	
	1.4 Links with other policies	
Para 2	Objectives	3-4
	2.1 Students' needs	
	2.2 Entitlement	
Para 3	Implementation	5-7
	3.1 Management and Staffing	
	3.2 Curriculum	
	3.3 Partnerships	
	3.4 Provider access	
	3.5 Resources	
	3.6 Monitoring and reviewing	

CAREERS EDUCATION AND GUIDANCE POLICY

1. INTRODUCTION

1.1 **Rationale**

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 [2011 Education Act](#) places a duty on schools to secure independent career guidance for students. Temple Moor High School is committed to our statutory duty to provide CEIAG (Careers Education, Information, Advice and Guidance) to students and to ensure that all have access to impartial careers information, advice and guidance in accordance with the [Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff](#) October 2018

Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Our careers team support provision throughout all year groups to deliver high quality CEIAG and support students to make effective and informed decisions about their future through greater self-awareness, career exploration, supported and independent career management, work related learning and the development of employability skills.

1.2 **Commitment**

Temple Moor High School is committed to providing an independent programme of careers education, information and guidance for all students in Years 7-13. The school is undertaking (July 2021) a review of the CEIAG provision with the outcome of developing an action plan for the next 2 years. This plan will include the contact each year group will have with CEIAG through lessons, pastoral support and whole school events. This will allow us to demonstrate the impact of our provision on providing the highest quality of service for young people.

The school firmly believes in supporting its young people at Post 16 and Post 18 to achieve their aspirations and make the correct decisions for themselves. Our underlying commitment to every young person who is part of Temple Moor is that they will be supported into the next stage of education or employment, meaning that no student should be unable to progress. The CEIAG action plan will be enacted from the 2021-22 academic year.

1.3 **Development**

This policy is developed and reviewed annually through discussions with teaching staff; the school's Careers Adviser, students, parents, governors, advisory staff and other external partners. A regular audit of provision tracks the coverage of CEIAG in school.

2 OBJECTIVES

The objectives of the Careers Education, Information, Advice and Guidance policy are based on the [8 Gatsby Benchmarks](#), as detailed below:

1. To ensure that all students at the school receive a stable careers programme.
2. To enable all students to learn from information provided by the career and labour market.
3. The CEIAG programme should be individual and address the needs of each student.
4. To link the curriculum learning to careers learning.
5. To provide students with a series of encounters with employers and employees.
6. To provide students with experiences of workplace(s).
7. To ensure that students have a series of encounters with further and higher education.
8. To provide each student with the opportunity to receive personal guidance.

The school [careers education, information, advice and guidance programme](#) clearly shows how each of these objectives are met across a student's time at Temple Moor.

2.1 **Students' needs**

The careers programme and provision of information, advice and guidance is designed to meet the needs of every student at Temple Moor High School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

2.2 **Entitlement**

Careers Education: Careers education is delivered as explicit sessions during weekly form time learning for Years 7-13, individual sessions for KS4 and KS5, enrichment activities such as workshops and visits, the Year 12 work experience, our annual Careers Fair, through engagement in STEM (Science, Technology, Engineering and Mathematics) activities and other education schemes, and through employer links. Curriculum areas provide careers information, education, and industry-related knowledge that helps students think about the skills that can be applied in different jobs. A regular audit of provision tracks the coverage of CEIAG in school.

Curriculum areas provide careers information specifically and discreetly linked to the skills taught in all subjects, including up to date LMI (Labour Market Information) Unifrog and Compass+ systems which collect data about Gatsby Benchmarks and individual student need and allow regular audits of provision to take place.

Career's information: Temple Moor is committed to ensuring students gain sufficient information to consider a wide breadth of career possibilities and support their decision-

making. The school provides careers information through various publications and access to careers software and websites, such as Unifrog. Resources available are differentiated to suit individuals and groups according to their needs and requirements.

Careers guidance: The school ensures that careers guidance is impartial. Action plans and impact of guidance questionnaires demonstrate the Careers Advisers are supporting students to manage their progression needs and signposting them to a variety of opportunities and pathways. The Careers Adviser and Careers Support Advisor target support to students at key points during the school year to meet students' needs (e.g. preparation for GCSE or A Level subjects, or on A-level and GCSE results days to offer advice regarding next steps). As well as this, the Careers Adviser is available for parents and students at various school events throughout the year, such as Supporting Success evenings, Vocational options evening and Post-16 Open Day. Vulnerable and Disadvantaged students are prioritised for guidance interviews with our specialist advisers. Additional support is offered to:-

- SEND students;
- Looked After Children;
- High risk of NEET;
- Students involved in the CAF process or receiving other forms of intervention;
- EAL students;
- Persistent non-attenders;
- Young carers;
- Students educated offsite
- Students from disadvantaged backgrounds.

Work-Related Learning: Temple Moor High School is committed to ensuring that Further Education and Higher Education options, vocational courses and apprenticeships are promoted effectively through all aspects of CEIAG provision. The school is committed to providing work experience for Year 12 and work-related learning opportunities for identified students from Years 7 - 13 to provide students with first-hand knowledge of the world of work. A range of opportunities are provided that expose students to work situations and enable them to develop a wide range of skills and Labour Market Information (LMI). Our range of work-related experience adopts a blended approach utilising both virtual opportunities as well as traditional work-related experiences and placements.

At Post 16, students are identified as those wanting to pursue apprenticeships or the world of work. They are supported through the application process and developing skills to increase employability by a specialist form tutor. The aim of which is for students to take greater responsibility in preparing and planning their career journey early on in their Post 16 journey.

3 IMPLEMENTATION

3.1 Management and Staffing

Principal: It is the role of the Principal to ensure that this policy is implemented.

SLT named lead for CEIAG: The SLT lead (Gulshan Yaseen - Senior Assistant Principal) will advise on and oversee the management of CEIAG.

Phase Leaders & Programme Leader for Personal Development (PSHE): The Phase Leaders for each Key Stage and the Programme Leader for Personal Development will co-ordinate CEIAG provision across the school curriculum and help to facilitate impartial careers guidance for students. A sequential curriculum is being developed (July 2021) for all students in Years 7-13 which will take place during Form time. This curriculum will utilise the PSHE Association's Programme of Study for Living in the Wider World as a foundation for learning opportunities and knowledge required for the end of each Key Stage. Personal Development lessons will be used to support this provision, by including discrete careers learning throughout the 3 core themes of PSHE, as-well as supporting key transition points.

Transition Personal Advisers: The school provides access to independent qualified Careers Advice, which work to the Quality in Careers Standard criteria for information, advice and guidance (IAG) services. The Adviser will work with individual students as well as groups of students, to provide information, offer advice, raise aspirations and to signpost further support services around information, advice and guidance where appropriate. A Careers Support Adviser is also employed by the school to offer more intensive support to a selective cohort of pupils predominately based in off-site provision.

For identified students the barriers to future education and/or employment are identified through early intervention. Students who are potentially NEET based on academic predictions and pastoral involvement are provided with personalised action plans to support individual needs.

Teachers: Every Form tutor will deliver CEIAG through Form time activities. There is also an expectation that CEIAG is taught through all curriculum areas as explicit and discrete elements, how this is integrated into the curriculum is at the discretion of each individual curriculum area.

3.2 Curriculum

Pupil Entitlement

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point

- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships –through options events, assemblies and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities, digital literacy through various career related websites, work-related learning, action planning and recording achievement. Other focused events, e.g. Visits by the Army, multi-national companies and attendance at Careers Fairs are provided as part of the delivery model. Additionally, all students in Year 10, 11 and Post-16 are each provided with opportunities to discuss their futures. This is done formally at set times throughout the year, to supplement this Careers guidance is readily available as a drop-in service for all students as and when required.

3.3 **Partnerships**

An annual CEIAG Delivery Plan identifies how young people of the school will be supported, not only by Temple Moor but by our local partnerships. The school will work with the Local Enterprise Partnership (LEP) to secure business support and enable at least one meaningful encounter with an employee by the age of 16 years old. Strong partnerships exist with, Training Providers, Local Colleges and Employers. These partnerships serve an important purpose by improving the level of specialist knowledge and service available.

3.4 **Provider access**

Temple Moor welcomes opportunities for Business, Training and Education providers to visit the school, which work within and enhance curriculum and extra curricula provision. The policy sets out Temple Moor’s arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under section 42B of the Education Act 1997.

Management of provider access requests – procedure

A provider wishing to request access should contact Gulshan Yaseen – Senior Assistant Principal, 0113 390 0770

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. Further details will be available on the school website.

3.5 **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. Additional resources to support external agency involvement, such as open days to

college, Higher Education visits and Employer workshops are positively endorsed based on remaining budget allocations

3.6 **Monitoring and Reviewing**

From September 2021 Compass + will be linked to the school's MIS and Unifrog to track all careers interactions with individuals. This information will then provide an accurate termly report in the Compass self-assessment, tool to monitor our adherence to the Gatsby benchmarks.

- Using the Compass assessment results, we review the provision annually and produce a plan to address any highlighted gaps in provision.
- Destination data is monitored and evaluated to identify improvements needed in CEIAG provision, as well as student attainment and progression into Further, Higher Education and apprenticeships.
- The number and quality of careers interviews is analysed through data, destinations, observations and student feedback.
- Student voice is conducted throughout the school year through various methods, which is then used to inform future careers planning.
- Work related activities, FE & HE visits, employer contacts and the careers education within the Pastoral Curriculum are evaluated and improvements are made as required.