



## CEIAG Policy and Appendices - Careers Education, Information, Advice and Guidance

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## Context

Every school has a responsibility to ensure that students have access to resources and experiences that will inspire and prepare students to make informed decisions and plans for their future and the ever changing world of work. The careers curriculum at Laurel Park School has been incorporated into the PSHE programme, as well as opportunities through assemblies, talks, fairs, visits and trips.

We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

## Statutory Requirements

The school has a statutory duty to ensure that all pupils from Year 7 to Year 11 are provided with independent careers guidance. This policy has been written in line with the requirements set out in *Careers Guidance and Inspiration in School: Statutory Guidance for Governing Bodies, School Leaders and School Staff, March 2015*.

Careers guidance must:

- be presented in an impartial manner,
- include information on the range of education or training options, including apprenticeships and other vocational pathways,
- promote the best interests of the pupils to whom it is given.

The Education and Skills Act 2008, 68 places a duty on the local authority to encourage, enable and assist young people aged 13-19 and 20-25 with special educational needs to participate in education or training.

Section 72 of the Education and Skills Act 2008 places a duty on educational institutions to provide information to the local authority in order for them to deliver their duties under section 68.

The new legal duty set out within the Technical and Further Education Act 2017 (from 2 January 2018) requires 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. In order to meet this duty, the school must prepare a Policy Statement setting out the circumstances in which education and training providers will be given access to pupils. (Please see below.)

## Approval and review

This policy is the responsibility of: Lead Practitioner for Careers - Ms N Gray

This policy is due for review by: July 2024

This Policy applies to Laurel Park School and all governors and staff of the school must abide by this policy. It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Headteacher.

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## Rationale and commitment

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Laurel Park School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Laurel Park School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Laurel Park School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

### **Policy Statement setting out the circumstances in which education and training providers will be given access to pupils**

The School will ensure that, for all pupils in Years 8 to 11, education and training providers will be given access to pupils in the following ways:

1. special assemblies with visiting speakers who are education and training providers,
2. PSHE themed days involving education and training providers,
3. promoting a variety of opportunities for Career Learning outside curriculum time e.g. visits, speakers, planned activities, mock interviews, business links, etc.,
4. Year 10 Work Experience,
5. Year 10 and 11 Sixth Form and College Fair,
6. Careers Fair

Our pupils will be consulted to ensure that their views and preferences are taken into account.

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## Section 1: Aims

In accordance with statutory guidance, Laurel Park School aims to offer independent careers guidance for all Year 7-11 pupils, so they are inspired and motivated to fulfil their potential. We aim to help every pupil develop high aspirations and consider a broad and ambitious range of careers. We aim to meet (and exceed wherever possible) the DfE recommendations that schools should do the following.

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training)

In order to achieve this, Laurel Park School will:

- Provide sustained contacts with employers, mentors and coaches who can inspire pupils with a sense of what they can achieve with the right choices and help them understand how to make this a reality - students from Year 8-11 should have four meaningful encounters during their time at Laurel Park School
- Have a strategy for the advice and guidance that we provide to young people. The strategy should be embedded within a clear framework linked to outcomes that reflect our ethos and meet the needs of **all** our pupils.
- Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, sixth-form schools and colleges presentations and fairs, college and university visits, coaches and mentors.
- In-house support for pupils must be combined with advice and guidance from independent and external sources to meet the school's legal requirements. It should be noted that website access is not sufficient in itself to meet the statutory duty to encourage young people to think about the opportunities available to them.
- Consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.
- Aim to provide careers advice for all year 9 pupils when choosing KS4 pathways.
- Aim to provide careers advice for all year 10 in preparation for work experience.
- One-to-one careers advice for all year 11 pupils when choosing post 16 pathways.
- One-to-one careers interviews for pupils with an Education, Health and Care Plan (EHCP) or a Statement of Special Educational Needs.
- To work in collaboration with the local authority to fulfil its duties for vulnerable young people and those who are at risk of disengaging from learning.
- To provide information to the local authority in order for them to deliver their duties under section 68 and 72 of the Education and Skills Act 2008. These duties relate to the Activity Survey, September Guarantee and the Raising Participation Agenda.

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## Section 2: Implementation of the Careers Curriculum

The CEIAG programme is a statutory entitlement for all students which will be taught by their form tutors from Years 7 to 11. An annual programme of careers-related events is offered, typically including opportunities to engage with a variety of companies, other employers and apprenticeship providers, industries, as well as local colleges and university talks, careers and apprenticeship fairs, mock interviews and other opportunities. The programme aims to motivate students by encouraging them to think carefully about and to plan for appropriate progression pathways. The planned programme for the 2023-2024 is outlined below, but please note that events involving external provision are necessarily subject to change. In any case the CEIAG programme is intended to be flexible and adaptable as further opportunities become available.



Students will have formal careers lessons and training using the Unifrog platform, a one stop careers platform.

Year 7 and 8 focus on identifying their personality and interest profile, using the careers library effectively, the 'know-how' tool and identifying how they can strengthen employability skills and competencies in school. They will identify what a career is, start exploring possible careers, think about what success means to them and look at how the world of work is evolving.

Year 9 will build on this by reflecting in detail their psychometric tests and work on how various pathways ahead can shape their future as well including their GCSE options. They will examine how to manage money and understanding the Labour Market Information (LMI).

Year 10 and 11 start using the careers and courses shortlisting tool, exploring and assessing apprenticeships and other alternative pathways to university. Unifrog will be their key tool in their independent advice and guidance in the lead up to their post 16 choices. Year 10 will also use Unifrog to support their work experience placement, which will take place for one week in the summer term.

As well as this, Unifrog, also gives students access to quizzes that suggest career paths for them, webinars on chosen career paths and assistance with college and university applications.

Laurel Park allocates a 100 min PSHE lesson once per fortnight which will be taught by form tutors, which helps to build on a trusting relationship. Members of the Senior Leadership Team will be used to cover lessons in the first instance should it be needed to ensure the highest quality and sensitivity is implemented. Staff training in the form of whole school CPD will happen at the start of each term, led by the Lead Practitioner for Personal Development (Ms N Gray). We also have an annual training session provided by Unifrog.

## Section 3: Roles and Responsibilities

Members of staff responsible: Deputy Headteacher (Mr L Hubbard), Lead Practitioner for Personal Development, including careers (Ms N Gray)

The Deputy Headteacher and Lead Practitioner are responsible for the planning of the CEIAG

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provision and are responsible for ensuring its effective delivery.

### **Complaints Procedure**

Any complaints about this policy should be raised to our office manager, Ms P Nicola, email: office@laurelparkschool.co.uk

Ms P Nicola will raise the complaint to Ms A Christofi, headteacher of Laurel Park School.

### **Teaching**

All careers lessons will be taught in tutor groups by the students' form tutor. Some opportunities for targeted intervention may be taken as opportunities arise.

### **Students**

Laurel Park School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least four encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies and trips, in addition to providers attending careers events at school.

Laurel Park School is committed to encouraging all students to make decisions about their future based on impartial information.

**Students will be updated on careers based opportunities via Google Classroom.**

**Students will be able to access Unifrog both in school and at home and will have their own unique username and password.**

### **Parents and carers**

Parental involvement is encouraged and parents will be invited to attend events to meet the providers. Information will be shared with parents regarding external events that will support their child.

Parents can also access the Unifrog platform in order to support their child. In order to find out how to do this, please click [here](#)

Parents can also be kept up to date regarding the latest careers based opportunities via the 'careers corner' part of the weekly school newsletter.

## **Section 4: Opportunities outside of the curriculum**

### **Live/Virtual encounters**

Laurel Park School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems. Where possible some of these may be targeted interventions.



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### Requests for access

Requests for access should be directed to **Ms N Gray**, who is Laurel Park School's Careers Lead. She can be contacted on [ngray@laurelparkschool.co.uk](mailto:ngray@laurelparkschool.co.uk) as well as 0208 368 4710. The Senior Leader link is **Mr L Hubbard**. Our Enfield Careers advisor is **Ms S Brown** (Mondays and Fridays only).

### Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers/PSHE lessons, and Careers or Raising Aspirations events that Laurel Park School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Laurel Park School.

### Details of premises or facilities to be provided to a person who is given access

Laurel Park School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader (Ms N Gray) or Careers Advisor (**Ms S Brown**) will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out in accordance to our visitors policy. Providers will be met and supervised by a member of the Careers Team who will facilitate.

### **Section 5: Policy development – Monitor, review and evaluation**

This policy has been developed and is reviewed annually by the Careers Leader (Ms N Gray - Lead Practitioner) and Line Manager (Mr L Hubbard - Deputy Headteacher) based on current good practice guidelines by the Department for Education.

This policy and its practices and procedures will be monitored annually to ensure that its impact is positive to at least a good standard and that no pupil fails to benefit significantly from it. Particular watch will be kept on those pupils or groups of pupils who are especially vulnerable in this area.

### **Section 6: Links with other policies**

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships.



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## **Section 7: Appendices**

### **Appendix 1 Providers who have been invited into Laurel Park School to date include:**

London Screen Academy

London Academy of Excellence, Tottenham

Waltham Forest College

BAE

Ask Apprenticeships

### **Destinations of previous pupils from Laurel Park School include:**

Woodhouse College

Fortismere School

Alexandra Park School

Compton School

Waltham Forest College

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## Appendix 2 - Practice and Procedures

### Introduction

The school will achieve these aims by:

- providing in-house inset to staff to support CEIAG teaching and learning opportunities within the curriculum,
- encouraging staff to identify the contributions of CEIAG and to plan to develop it into Schemes of Work where appropriate,
- promoting a variety of opportunities for Career Learning outside curriculum time e.g. visits, speakers, planned activities, mock interviews, business links, etc.,
- developing links with education business partnership in line with the service-level agreement and all agencies, to continue to support the development of Career Learning through the curriculum,
- developing mentoring schemes both in-house and through businesses to help raise motivation and aspirations,
- encouraging the practice and development of key skills both in and out of school,
- providing one-to-one careers advice for Year 9 pupils when choosing their options and providing a wide range of option choices to try to meet the needs of all pupils,
- ensuring that all Year 10 pupils take part in a programme of work experience,
- developing opportunities for enterprise capabilities through GCSE subjects and extra-curricular opportunities including Personal, Social, Health and Education (PSHE),
- providing extended Career Learning opportunities for targeted KS4 pupils through the PSHE and other opportunities.

### Professional Development for staff

The school makes provision for continuous professional development (CPD) opportunities for staff ensuring that:

- areas of staff development needs are highlighted through the appraisal process,
- staff needs are identified, discussed and planned through line-management meetings and any Careers and IAG meetings,
- all training is linked to performance management and CPD,
- the school provides opportunities for CPD for staff with responsibilities for vocational and Careers programmes,
- training provides opportunities for teachers to keep up-to-date with the changes and development in employment, the workplace and business and the requirements of employers,
- the school shares good practice from other local schools and other LAs.

### Development of Business Links

We have coordinated links with the Education Business Partnership, local and national businesses and other external agencies. The school:

- works closely with the organisations such as education business partnership to support and provide activities and links to promote the Careers and Work-Related Learning programme,
- works closely with the London Borough of Enfield to support and provide services,
- uses the latest employment information to provide details to pupil in terms of their employability as appropriate,
- makes use of labour market information and local employment opportunities and projection of local skills needs,
- builds on links from work experience to support and enhance programmes which are in school.

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### Access to Impartial Information & Guidance

The school provides the following.

- It ensures that the school's Career Learning programme reflects the school's equal opportunity policy and the disability equality scheme.
- Details of this programme are provided on the school's website and through the school's newsletter.
- It ensures that Year 11 pupils are offered careers guidance with an impartial adult. This is done through our **Careers Lead, who is a Lead Practitioner and part of the wider SLT team**, and our independent Careers Advisor. The aim is to reflect the interest, ambition and potential of each pupil.
- It ensures that the Careers Advisor attends certain parents' evenings, e.g. Year 9 Options Evening.
- It ensures that the Careers Advisor is asked to help support targeted pupils.
- It ensures that alternative, more specialist support, will be provided from external agencies if required, e.g. in the area of SEN.

### Evaluation, Monitoring and Benchmarking

The school ensures that the following key staff are involved in evaluation and monitoring.

- Heads of Faculty/Department monitor the curriculum and the quality of teaching and learning.
- Achievement Directors and Heads of Faculty/Department are involved in planning and reviewing Work-Related Learning, including life-skills days.
- The Careers Lead co-ordinates the Careers Education Guidance in the school.
- The Careers Lead line manages the Careers Advisor.
- The Careers Lead provides reports to the governing body through the Curriculum, Standards and Staffing Committee.
- There is to be a link governor for Work Related Learning Skills and careers education who provides feedback to the governing body. This is currently Subash Viroomal.

There is a system in place to ensure that the provision is regularly monitored and evaluated through the following.

- All pupils and students are to be monitored to ensure that they are on appropriate learning pathways and that there are no NEETs [***N.B. The DfE has changed its definition of NEETs to include 'Not Known' figures***]. Special attention is to be given to those pupils or groups of pupils who are often vulnerable in this area, e.g. SEND, Children Looked After.
- Regular meetings between the Careers Lead and Deputy Head Teacher, respectively.
- A Careers and IAG review takes place annually.
- Pupil views are sought annually.
- Parental views are sought annually.
- A Careers and IAG annual report presented to the Senior Leadership Team.
- A Careers and IAG annual report presented to the Curriculum, Standards and Staffing Committee.

The learning is assessed and/or accredited in a variety of ways including by the following.

- The recording of achievement of work experience through certification and/or diaries.

Benchmarking will take place each year using the eight Gatsby benchmarks of Good Career Guidance as below. (Further details are available at <http://www.goodcareerguidance.org.uk/>)

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.

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6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

