

Careers Education, Information, Advice and Guidance Policy



THE EARLS HIGH SCHOOL
AD 1652

Author	Assistant Headteacher (Personal Development)	Date: September 24 (no change)
Approved by:	LGB	Date: October 2024
Last reviewed on:	October 2024	
Next review due by:	October 2025	

Table of Contents

1. School Vision	3
2. Policy Scope.....	3
3. Objectives:	3
4. School Responsibilities.....	4
5. Careers programme.....	4
6. Governor Responsibilities.....	5
7. Provider Access.....	5
8. Related Policies	6
9. Data Protection and Law.....	6
10. Monitoring, Evaluation and Review.....	6
Appendix 1: Application for Provider Access.....	8

1. School Vision

The Earls High School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clear idea of the routes to careers that they will find engaging and rewarding. Good CEIAG widens Students' horizons, challenges stereotypes and raises aspirations. It provides Students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

2. Policy Scope

The policy has been reviewed in line with the DfE guidance document '[Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges](#)' (DfE, September 2022).

This policy covers the legal duty of schools to ensure that a range of education and training providers can access Students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications (including T Levels, A Levels and BTECs) or apprenticeships.

All members of staff at The Earls High School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students.

3. Objectives:

The objectives of this Careers Education, Information, Advice and Guidance policy are focused on achieving the eight Gatsby Benchmarks:

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.
2. Learning from career and labour market information	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.
3. Addressing the needs of each student	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.
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.
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.

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.
7.Encounters with further and higher 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.
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.

4. School Responsibilities

The school has a series of statutory duties:

- All registered Students at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education, or work option
- This advice must cover a range of education or training options and must be in the best interests of the student
- There must be an opportunity for education and training providers to access Students in Year 7 –11 to inform them about approved technical qualifications or apprenticeships and the school must have a clear procedure setting out how providers will be given access to Students (see Appendix 1 for this procedure)

5. Careers programme

Year Group	Provision
7	<p>The PSHE curriculum aims to help students understand more about themselves (self-development), know where to look for useful information (careers exploration) and plan for the future (careers management)</p> <ul style="list-style-type: none"> • All students take part in Future focus which is a weekly form time activity that develops knowledge and employability skills • All students are encouraged to access Careers information • Some students will take part in individual career-based activities
8	<p>The PSHE curriculum aims to help students to understand more about themselves through employability skills, self-management and the world of work</p> <ul style="list-style-type: none"> • All students participate in the World Skills Show • All students are encouraged to access Careers information • All students are encouraged to develop employability skills through Future Focus • Some students will take part in individual career-based activities
9	<p>The PSHE curriculum aims to help students to understand more about themselves through employability skills, self-management and the world of work</p>

	<ul style="list-style-type: none"> Options evening and assemblies support the students and parents in making decisions about the qualifications they will study in Year 10 and 11 and beyond. This is supported by materials on the school website during the options process. All students are encouraged to access Careers information All students are encouraged to develop employability skills through Future Focus Some students will take part in individual career-based activities Selected students will take part in the UAP programme through Worcester University
10 and 11	<p>The PSHE curriculum aims to help students with writing a CV, preparing for interviews, Work Experience and completing application forms</p> <ul style="list-style-type: none"> All students will attend a taster day at a local college provider All students will take part in a Work Experience placement All students are encouraged to access Careers information All students are encouraged to develop employability skills through Future focus All students will take part in the Careers fair All students / parents / carers are invited to attend a Parents information Evening to outline Post 16 opportunities, including a marketplace for Post-16 providers Selected students will be offered mentoring Students will have the opportunity take part in the Duke of Edinburgh Award

Further details on our programme can be obtained by contacting our Careers Leader Mrs L Wycherley on lwycherley@earls.dudley.sch.uk

6. Governor Responsibilities

The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

Based on the eight Gatsby Benchmarks

Meeting the school's legal requirements

Details the arrangements to allow a range of educational and training providers to access Students in Years 7 – 11.

7. Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to Students 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.

All Students in years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeships 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, career fairs, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses.
- We will ensure that there are:
 - Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend
 - Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend

Appendix 1 shows the way in which education and training providers should contact the school to gain access to Students and/or parents to inform them about further opportunities. The school will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities.

8. Related Policies

Other policies and documents to read alongside the attendance policy include

- Accessibility Policy
- Equality Policy

9. Data Protection and Law

This policy adheres to the principles under Data Protection Law. For further information please review schools Data Protection policy published on schools website.

10. Monitoring, Evaluation and Review

The Headteacher will ensure that:

- The work of the Careers Leader and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as student and parent survey
- Feedback from external visitors to the school such as the Careers Enterprise Advisor
- Assessing our performance against the Gatsby benchmarks using the Compass Careers Benchmark Tool

- Destination data for students who have left the school (this can be found on the school performance tables published by the Department for Education).

The governors of The Earls High School will review this policy annually.

Appendix 1: Application for Provider Access

Introduction

This appendix sets out the school's arrangements for managing the access of providers to Students 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.

Student entitlement

All Students in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships 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.

Procedure for providers to request access

A provider wishing to request access should contact our Careers Leader Mrs Libby Wycherley

Telephone: 01384 816105

Email: lwycherley@earls.dudley.sch.uk

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.