



Sidcot
Live Adventurously

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

Policy Number: 6.11

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1. Introduction

Sidcot's vision is to be a pioneer, and a world-class centre of excellence for inspirational education that is as much about nurturing the spirit as it is about outstanding success.

This policy supports this vision and will provide a whole school strategy for the development of careers education, information advice and guidance (CEIAG).

This policy provides a blueprint for Sidcot School to pioneer the development of a highly effective programme of CEIAG.

This policy promotes and supports the development of key life skills, particularly around career management and employability skills, enabling students to make effective choices and transitions both now and in the future.

It provides a framework for staff to deliver career related themes across all curriculum areas, using a range of approaches and media.

2. Definitions

For the purposes of this policy, the definitions adopted by the Government's Sub Committee on Education, Skills and the Economy who reported on Careers Education, Information, Advice and Guidance in July 2016 apply.

The definitions are as follows:

- **Careers education** is the delivery of facilitation of learning about careers as part of the curriculum. Careers education is often closely related to work-experience and other forms of work-related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance** or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

3. Scope and distribution

The policy applies to all students in the Senior School, but with increasing focus on Year 9 and upwards.

Similarly, the policy is relevant to all staff at the school, in particular the Senior Leadership Team, Assistant Head for Teaching & Learning, Director of Marketing & Admissions, Year and Deputy Heads, Year 8-13 tutors, PSHE tutors and other staff responsible for student advice and progression.

This policy is available to staff, students and parents and can be accessed through the School's intranet and main website. It is also available free of charge in hard copy format, and may be made available in large print if so required.

4. Equal Opportunities

In applying the policy and procedure, the School treats all students equally, irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs.

The School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy - Children (2.11), Special Educational Needs and Disability in Practice (SEND) (6.4) in place. Students with SEND will be provided with additional support on an individual basis by the careers department, working as required with the Learning Support Department.

The School consciously seeks to avoid all forms of stereotyping to ensure that students are encouraged to consider the widest possible range of careers irrespective of their gender, background or diversity group.

5. Aims

The overall aims of the policy are as follows:

- To ensure that all students have access to independent and impartial careers advice on their post school options and choices, whether this is at 16+ or 18+;
- To ensure that all Year 9 students have access to impartial advice on their Year 10 GCSE option choices, taking into account their interests and future aspirations;
- To ensure that all Year 11 students have access to impartial advice on their post school choices, taking into account their future aspirations, strengths and potential;
- To ensure that all students are made aware of the options open to them including higher education, further education, employment, apprenticeship, gap year opportunities plus other options appropriate to their age group and educational level;
- To ensure that all students have access to a comprehensive programme of careers education delivered through dedicated careers lessons, PSHE themes, curriculum based subjects and events;
- To educate students on the changing jobs market, future employment trends and skill requirements;
- To inspire students to consider a wide range of career and educational choices, aided by visiting employers, training providers, alumni and other organisations and speakers;
- To encourage students to access a wide range of online and hardcopy careers/higher education resources, through the library, Firefly, internet and other media. To encourage a proactive approach to personal career research and decision-making;
- To encourage students to seek one-to-one impartial and confidential careers advice from a qualified careers professional, at the point of need;
- To facilitate career profiling for all Year 11 students via the Morrisby Profile. This will help students to consider career ideas in relation to their personality traits, skills, career interests and working styles;
- To ensure that the School delivers and evaluates its own provision against current benchmarks and quality frameworks for CEIAG.

6. CEIAG Programme

6.1 Lower & Upper Fifth CEIAG Programme:

- Year 10 Carousel: 8 careers lessons per house group
- Year 10 Work Experience – 1 week (Summer Term)
- Year 11 Carousel: 6 careers lessons per house group
- Sixth Form Taster Day – November
- Sixth Form Open and Options Evening – October
- Careers interviews by appointment or tutor referral - with Head of Careers
- Individual Careers/Options interviews with senior academic staff - November
- Career Profiling – October (Morrisby)
- National Careers Week Careers Fair - March

6.2 Sixth Form Careers and Higher Education Programme:

- A considerable proportion of the careers education provided for Sixth Formers is delivered through tutors, progression advisers and PSHE programme in collaboration with the Head of Sixth Form. This includes guidance on the following:
- Alternatives to higher education including further education, higher apprenticeships, gap year, employment
- Choosing universities and higher education courses
- Preparation for university life
- Applying to UCAS through APPLY
- Replying to offers, UCAS Extra, Clearing and Adjustment
- Effective higher education research and resources
- UCAS Personal Statement writing
- Preparation for university interviews
- Student Finance
- Studying Abroad
- Results and UCAS Clearing & Adjustment.
- Support with apprenticeship applications
- National Careers Week Careers Fair - March

6.3 Events

- Annual UCAS Higher Education Convention, Exeter – March (Lower Sixth)
- University Visits and Open Days.
- Visiting speakers/input into PSHE Higher Education sessions
- National Careers Week Careers Fair – March
- Student World Studying Abroad Fair - October
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6.4 One-to-one support:

The Head of Careers and Higher Education offers one to one support for those with higher education and careers queries, including help with course choices, higher

education mock interviews, gap year advice, employment advice and apprenticeship support.

At the end of the summer term of the L6, students are assigned to one of the School's Progression Advisers, for the purpose of guidance through the UCAS application process. Students are also assisted by their tutors, particularly in personal statement writing and checking.

6.4.1 The role of the Tutor is to:

- Assist students in preparing final drafts of their personal statements.
- Make an initial check of the students' applications in APPLY,
- Collate subject teachers' reference material;
- Write the first draft of their tutees' references;
- Forward the draft reference to the appropriate Progression Adviser;
- Check the progress of a student's application through UCAS APPLY and discussion with the student.

6.4.2 The role of the Progression Adviser is to:

- Give students one to one advice, from the 'choices' stage through to university confirmation in August after the student has left;
- Check final drafts of student personal statements;
- Give advice about a student's university options, in order to try to ensure that each student will obtain at least some offers as a minimum, and that the course / university is best suited to each student;
- Facilitate and check satisfactory completion of UCAS applications by the student;
- Assist with and check completion of Oxford/Cambridge application forms;
- Assist with and check completion of applications to overseas universities.
- Assist students to make applications after they have left school if appropriate.

7. Professional Organisation Membership:

- The School is a corporate member of the Career Development Institute.
- The School's CEIAG provision is supported by Inspiring Futures (IF) school membership. Inspiring Futures is an independent and impartial careers company providing careers services to schools on a paid for basis. Annual membership includes, 2 days of Regional Director time, access to IF website and information for schools, access to IAG helpline, fortnightly newsletters, access to Year 9 online resource Career Investigator.
- The School is a member of the North Somerset CEIAG Network meeting three times a year. Its purpose is to network with schools and careers service providers in the local area to share information, new CEIAG initiatives and good practice.
- Other networks are being developed including working with the National Careers Service provider in the south west, Prospects and a regional independent schools careers network operating in the south west known as the Monmouth group.
- Collaborative working with the Admissions, Alumni and Marketing teams within the School will further enhance CEIAG provision and lead to innovative joint initiatives.

8. Responsibilities

This policy is the responsibility of the Assistant Head (Teaching and Learning), but responsibility is delegated on a day-to-day basis to the Head of Careers and Higher Education.

9. Review

This policy will be reviewed every year unless sooner review is required by virtue of changes to guidance, legislation or practice.

10. Framework

The Policy is based on the following national guidance:

- Careers guidance and access for education and training providers - DoE – January 2018
- Careers Strategy: making the most of everyone’s skills and talents DoE – December 2017
- Handbook for the Inspection of Schools – ISI January 2017. Paragraphs 41-46.
- Careers education, information, advice and guidance: Government Response to the First Joint Report of the Business, Innovation and Skills and Education Committees of Session 2016–17: July 2016.
- Careers Guidance & Inspiration in Schools. DofE. March 2015. (Statutory guidance for schools).

11. Related Policies

- 2.1 Equal Opportunities Policy - Children
- 6.1 Curriculum policy
- 6.4 Special Educational Needs and Disability in Practice (SEND)
- 6.11a Work Experience

12. Document Change History – document any changes since policy rewritten on 25 March 2017.

Date of change	Detail significant changes and any new legislation / guidance taken into account
25.03.2017	New Policy – complete rewrite - adopted by Board of Governors
22.06.2018	Policy reviewed by Board Policy updated in line with new DoE guidance “Careers guidance and access for education and training providers” (January 2018) and “Careers strategy: making the most of everyone’s skills and talents” (December 2017) Inclusion of reference to the Morrisby Profile for career profiling Reference to the new additions to the careers strategy, of the National Careers Week Careers Fair which is now held annual in March, visiting speakers/input into PSHE Higher Education sessions, Student World Studying Abroad Fair – held in October, support with apprenticeship applications and assistance with personal statement writing for university applications.

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