



LAURUS  
RYECROFT

## Careers Guidance (CEIAG)

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All students have an equal entitlement to high quality Careers Education, Information, Advice and Guidance at Laurus Ryecroft that helps to prepare them for choices and transitions affecting their future education, training and employment.

This policy also sets out the school'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.

### **Aims:**

To help students develop an understanding of themselves and others as individuals including their own and other's strengths and limitations, abilities and potential, personal qualities, needs, attitudes and values.

To enable students to develop a knowledge and understanding of education, training and employment through investigating opportunities available to them at a local, national and international level.

To support students in developing and implementing action plans to enable them to take ownership of their own future at, and beyond, Key Stage 4.

To provide opportunities to develop enterprise and employment skills.

To promote equality of opportunity, challenge stereotyping and support inclusion.

### **Principles underpinning impartial careers education:**

Careers Education at Laurus Ryecroft will be underpinned by the 8 Gatsby Benchmarks

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

(Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

These benchmarks aim to support Careers Education so that it:

- Empowers young people to plan and manage their own future.
- Responds to the needs of each learner
- Provides comprehensive information and advice
- Raises aspirations
- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress.

### **Objectives for careers education and guidance:**

By the End of Key Stage 3 students will have the opportunity to:

- Consider their own qualities, skills, interests and academic potential
- Understand the options/choices open to them at the end of KS3
- Discuss their choices with their teachers and tutors
- Investigate knowledge and skills people need at work
- Make decisions about their own learning and the curriculum
- Access relevant up to date careers information
- Understand what options are available in Higher Education
- Visit a Higher Education provider
- Have an encounter with an employer
- Participate in an enterprise activity
- Understand gender bias in pay, job roles and aspirations.

By the End of Key Stage 4 students will have the opportunity to:

- Consider their own qualities, skills, interests and academic potential
- Participate in work-related activities
- Understand the importance of key skills – communication, application of number, information technology, improving their own performance, problem solving and working with others
- Investigate the knowledge and skills people use at work through work-related simulations
- Understand the options open and available to them at the end of KS4, where to get information and how to apply – College, Apprenticeships, Employment.

### **Delivery of careers education:**

Careers Education is delivered as part of the Citizenship curriculum (Beliefs and Values) and also during personal tutor time and morning meeting sessions at KS3 and KS4 (as Careers focussed topics within the rotation programme). Both KS3 and KS4 Programmes will be supported by additional days, events and assemblies.

### **Roles and responsibilities:**

The CEIAG programme is overseen by a member of the Senior Leadership Team. This will feature as a performance target for that appointed person. The programme is delivered through the named Careers Leaders and through Personal Tutors. Tutors, along with Heads of Year, have responsibility for individual reviews with students to assist with key transition stages. Individual Careers Guidance is provided by the external accredited guidance provider, who holds appropriate professional qualifications.

### **Equality and diversity:**

Careers Education is provided to all students and provision is made to all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

### **Resources to support careers education and guidance:**

- Careers Library: Laptops with internet access, careers literature, prospectuses, application forms.
- Independent, impartial Careers Adviser: Available to all students from Year 8-13 via an appointment.
  - : Used for one-to-one interviews for all Year 11 students and other targeted students throughout the year.
  - : Available at Options Evening, Parents' Evening: Years 9,10,11, Careers Events and activity days.
  - : Suitable, confidential interview facilities.
- Additional support where appropriate. Students in Years 7, 8, 9, 10 and 11 are targeted for additional help by SENCO, Head of Year, Head of House and Personal Tutor
- Taster Days at College, Visits to HEI, involvement with Aim Higher, Attendance at post-16 Open Day events, Careers Fairs etc.
- Appropriate IT resources to support Careers programme.

### **Partnerships:**

The CEIAG programme is greatly enhanced by our links with a number of partners. In addition to our Careers Guidance provider, we will work with employers, training providers and FE/HE institutions. Parental/Carer involvement is encouraged at all stages. This is promoted through the distribution of information highlighting key events and the school website. Parents/Guardians are welcome to attend career interviews.

We will provide opportunities for students in Years 8 – 13 to talk about technical qualifications and apprenticeships. We will work in partnership with local and national providers of post-14, post-16 and post-18 options and allow our students in Years 8 - 13 access to these providers in order to inform important transition points.

***Access procedure:***

A provider wishing to request access should contact the school via the school website or make contact through

enquiries@laurusryecroft.org.uk

***Premises and facilities***

Laurus Ryecroft will make facilities available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature.

**Student entitlement:**

All students from Year 7-13 are entitled to receive a programme of careers education and from Year 8 professional careers guidance, as appropriate to meet student needs.

**Monitoring, review and evaluation of CEIAG programme:**

A member of the Senior Leadership Team, with responsibility for Careers and Work Related Learning, is responsible for ensuring the CEIAG programme is reviewed and evaluated in line with school monitoring processes and this will help inform planning and future provision. Evaluations will include feedback from students, staff, stakeholders (visiting colleges, agencies), parents. The process of review and evaluation incorporates the following: Learning Walks, work scrutiny, lesson observation, pupil/staff/stakeholder evaluations of CEIAG programme/activities and CPD, use of the careers resource facilities and review of contents to ensure relevant/up-to-date, analysis of destination data to monitor the number of students who progress into training, education and work in relation to labour market trends.