



Blenheim

Careers Education, Information, Advice and Guidance Policy

Committee: Achievement, Learning and Community

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Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

1. Commitment

Blenheim High School is committed to providing all students with a stable, structured programme of careers education activities throughout their school life, with opportunities to access impartial and expert advice and guidance, particularly at key transition points.

We will secure independent and impartial careers guidance for young people in Years 8-13 as required by the Education Act 1997. In implementing this duty, we will pay particular regard to the DfE's most recent Statutory Careers Guidance and Ofsted's inspection criteria for evaluating careers provision in schools. In addition, we will pay due regard to relevant guidance on best practice for improving outcomes for young people that emanate from the Careers and Enterprise Company, Careers Development Institute (CDI) and other agencies, as well as practical outcomes such as encouraging progression and participation in continued learning, including technical and higher education and apprenticeships; developing enterprise and employability skills. We publish a provider access statement to show our commitment to promoting the full range of post-16 and post-18 progression pathways.

To demonstrate our commitment to promoting the value of continued learning and evidence the successful impact of our careers programme on pupils, we will produce destinations data on our Year 11 and Year 13 leavers and publish this on the school website.

The Government's long term careers strategy sets out that every institution providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. We will adopt the Gatsby Benchmarks principles, below, to ensure that we provide good practise and meet our legal obligations.

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

Local Authorities have a statutory duty to provide targeted support for vulnerable young people identified as being at risk of becoming NEET (Education and Skills Act, 2008). We are committed to working with SCC and their partners to secure a successful transition for our young people moving from year 11 into year 12 who have been identified as most at risk of not progressing into sustainable post 16 education, training or employment.

The Government recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme. Blenheim High School holds the National Quality in Careers Standard Award, Investor in Careers quality award which is reviewed by external assessors every 3 years. We are committed to reaccreditation and retention of this national standard for CEIAG excellence.

2. Development

This policy was developed by the Careers Education Adviser, reviewed by the Headteacher and was discussed by the Achievement, Learning and Community committee before being formally adopted. It will be reviewed every three years.

3. Links with Other Policies

The policy for CEIAG provision reflects whole school policies such as contributing to strategies for raising achievement, by increasing motivation and aspiration; supporting inclusion and challenging stereotypes. We will fulfil our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics and those who are vulnerable or from disadvantaged groups.

4. Objectives

Students' career development needs and entitlement:

- supporting individual aspirations, strengthening motivation, improving attainment and ensuring positive progression;
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities;
- ensuring all students are aware of the full range of options available post-16 and post-18;
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability;
- developing the use of digital technologies to personalise young people's career development needs in conjunction with face-to-face support;
- encourage learners to actively engage and take responsibility for planning for their future;
- provide independent, impartial and individual expert advice and guidance;
- working with parents/carers, alumni and education, community and business partners to provide careers education and guidance to meet students' career development needs.

5. Implementation

Leadership and Management

Every school must have a named Careers Leader. Blenheim's designated Careers Leader is the Headteacher. The Careers Leader will have overall responsibility for leadership, management, coordination and networking. The Careers Leader has delegated responsibilities to two experienced Careers Consultants; one in the capacity of Careers Education Adviser and the other as Careers Adviser. The Careers Education Adviser devises schemes of work and co-ordinates the day-to-day delivery of the careers education programme. The Careers Adviser will provide personalised information, advice and guidance to individual students and their parents. The Careers Consultants will be line managed by the Headteacher and will uphold the standards, ethics and code of practice of the Careers Profession Alliance. This area is supported by a link governor.

Staffing

All staff are expected to support the career development of young people through their roles as form tutors and subject teachers. There is an expectation that careers is embedded in the curriculum and is acknowledged in schemes of work. The CEIAG programme is planned, monitored and evaluated by the CEA in consultation with the Assistant Headteacher. On-line resources are maintained and printed careers information is provided by the CEA.

6. Curriculum

The careers programme for each year group is delivered through formal careers education lessons within PSHE, assemblies, careers events, work-related and enterprise learning, online and printed information, personal tutoring, group work and individual one to one interviews. Information about the careers programme will be available to all stakeholders on the school website.

The careers programme has two components which are interrelated and support each other. The Careers Education component helps young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. The Information, Advice and Guidance (IAG) component enables young people to use the knowledge and skills they develop to make the decisions about learning and careers pathways that are right for them.

Blenheim's careers education and guidance programme aims to give students the knowledge, understanding and skills to plan and manage their progression through learning and into working life. We will achieve this through:

- Self-Development (helping students to understand themselves, recognise their potential and how they can shape their future);
- Career Exploration (helping students to investigate opportunities in learning and work);
- Career Management (helping students to plan, make decisions and develop a range of skills enabling them to manage their own careers and prepare themselves for employment).

Up-to-date independent and impartial careers information, advice and guidance is available via the Blenheim Careers Portal - <https://careers.blenheim.surrey.sch.uk/>. This includes links to a huge range of internet-based careers resources and a News area containing details of jobs, apprenticeships, work-based training, college and university open days, taster events and other opportunities.

In addition, we have a separate Careers Library located in the LRC which contains a large range of reference books, university and college prospectuses and employment sector information.

7. Assessment and Accreditation

The intended careers education learning outcomes for students are based on the Careers Development Institute Framework for careers employability and enterprise education (March 2018). They are assessed using assessment for learning techniques within Life Skills and Well Being Careers lessons.

8. Partnerships

Blenheim High School works with a range of partners to deliver the CEIAG programme. The local authority provides targeted support to our most vulnerable students (Years 11-12 Transition). We work in partnership with the Careers Enterprise Company and have the support of a dedicated Enterprise Adviser. We work closely with our local 11-19 Network IAG group (Epsom, Ewell and Banstead), Surrey Chamber of Commerce, Surrey SATRO, Further Education colleges, universities, particularly the widening participation team at University of Surrey and local employers. Within school, the CEA works closely with the SENCO attending annual reviews, Heads of Years supporting pastoral intervention programmes and the sixth form team. Subject leaders are supported to embed careers into the curriculum.

9. Resources

Funding is allocated in the annual budget planning round, and the level of funding is related to whole school priorities and particular needs in the CEIAG area. The Careers Education Adviser is responsible for the effective deployment of resources. Sources of external support are actively sought.

10. Staff Development

Staff Training needs are identified in conjunction with the Careers Leader. CPD is provided within the local 11-19 IAG Network group. 25 hours of training is required annually to meet the requirements of the Careers Professional Alliance.

11. Monitoring, Review and Evaluation

The annual CEIAG development plan is driven by the priorities in the School Improvement Plan (SIP). It is evaluated by the Careers Leader against the eight Gatsby Benchmarks using the Compass tool twice annually to identify strengths and areas for improvement. Aspects of the careers programme are regularly evaluated by students and parents. The Investor in Careers Quality in Careers Standard Award will be used to support continual improvement and is fully aligned with the Gatsby Benchmarks.