



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

Careers Education, Information, Advice & Guidance Policy - November 2024

This is a Non-Statutory Policy. It is to be reviewed annually.
This policy is ratified by Students and Curriculum

1. Rationale

The Ecclesbourne School is committed to delivering a high-quality careers education programme that provides our pupils with the opportunity to develop their self-awareness, to broaden their understanding of opportunities and to make informed, ambitious and aspirational decisions about their education and career progression. Our provision is continually evolving so that we are meeting the needs of our students in an ever-changing job market. We promote equality of opportunity, challenging stereotypes and celebrating diversity.

2. Vision

The Ecclesbourne School's Career's Education, Information, Advice and Guidance programme supports the school's mission statement "Learning Together for the Future". This is achieved through a holistic approach which encompasses careers lessons in the PDC programme, individual and group advice and guidance, visits to places of employment including work experience, visits to other educational establishments, visiting speakers and careers events and challenges.

The Careers Department's work aims to reflect the 4Cs.

Commitment- In supporting students to begin to consider a vision for their own futures, we encourage commitment to their studies and wider development to support their goals.

Community- Visiting speakers, trips, events and work experience all offer opportunities for students to engage positively with the wider community.

Cooperation- Through PDC lessons and enterprise events, students develop employability skills including cooperation and team-work.

Courtesy- Students are encouraged to adopt a courteous approach to interactions with guest speakers and those they encounter on work experience and trips. This is reinforced through PDC lessons where a courteous approach to application letters and interactions including interviews is encouraged.

3. Aims

The Ecclesbourne School's Careers Education, Information, Advice and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, in particular by increasing motivation.
- To challenge stereotyping and promote equality of opportunity, and encourage inclusion.
- To develop enterprise and employment skills.
- To avoid any young person becoming NEET (not in employment, education or training).
- To help students consider their career progression, not just their next individual step.
- To contribute to the economic prosperity of individuals and communities.
- To meet the needs of all of our students through appropriate personalised activities.
- To encourage aspiration.
- To involve parents and carers.

The school meets all the Gatsby Benchmarks, as recommended by the Government, as a framework to develop and monitor the careers programme. The careers curriculum intent-implementation-impact document is found on the career pages on the school's website. Appendix 1, at the end of this policy, maps some of our events alongside the benchmarks that they meet.

4. 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.

The school has been awarded the Career Mark Quality in Careers Standard for over 10 years and currently hold the platinum award. The careers department is committed to renewing this when necessary, to ensure we uphold the highest standards.

5. Statutory Guidance

This policy document has been informed by the school improvement plan, national legislation and policy and relevant school policies

Our programme conforms to the statutory requirements, including the Baker Clause (Provider Access Legislation), and meets the Gatsby Benchmarks, referring to *Careers Guidance and access for education and training providers: statutory guidance for schools, Department of Education (January 2023)*.

The department asks all academies to pay attention to their legal requirements under the provider access duty, commonly known as the 'Baker Clause', and make sure they have put in place arrangements to comply fully with this law. Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.

The governing body, via our link governor ensures that the independent careers guidance provided conforms to the statutory duty of Section 42A of the Education Act 1997. Under this duty careers guidance;

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and technical educational qualifications (meeting the Baker Clause)
- is guidance that, in the consideration of the person giving it, promotes the best interests of the pupils to whom it is given

Information on how our programme meets Provider Access Legislation requirements can be found in Appendix 1 of this document.

In addition, our provision is also informed by the Career Development Institute's Framework for Careers, Employability and Enterprise Education and the National Quality in Careers Standard (Career Mark Award).

6. Learner Entitlement – Years 7-13

Year 7 – students will begin to develop an understanding of themselves, linking their interests to skills and the future. They will broaden their understanding of what a career means, explore possibilities and their own ambitions. They will begin to understand how technology and the environment impacts the world of work. They will explore the concept of work-life balance and be introduced to the importance of money management skills. Year 7 students take part in STEM Day, which includes encounters with employers.

Year 8 – students will build on the work of Year 7 to further link their aspirations to who they are. They will consider the challenges and rewards of work and start to develop their own definitions of success. They will be introduced to the concepts and stages in a recruitment process and begin to develop employability skills through a team-work challenge. Year 8 students will take part in Take Your Child to Work Day.

Year 9 – students build on the previous two years to develop their understanding of the importance of skills. They will be introduced to different post-16 and post-18 options choices. Through PDC lessons and individual meetings with tutors and the careers and pastoral teams, students will be given appropriate advice and guidance to ensure that they make 14+ choices in their best interests. They will be introduced to labour market information, consider the issue of discrimination in the workplace and be introduced the influences of politics and the economy on careers. Year 9 students take part in Enterprise Day which includes encounters with employers.

Year 10 - building on KS3 learning, students begin their PDC lessons with a work-place challenge designed to promote a range of employability skills. They further develop their understanding of the interaction between careers and science, technology and the environment. They are introduced to the concepts of self-employment and entrepreneurship. They further develop their understanding of money, budgeting and financial skills. Year 10 students take part in Work Experience and are supported through PDC to choose and apply for suitable placements and to prepare themselves to make the most of the experience.

Year 11 – students are supported to make well-informed and aspirational but realistic decisions and applications relating to their post-16 choices. Through PDC, they are supported to write letters of application, create CVs and develop interview skills. All Year 11 students attend Post-16 Morning, where they meet a range of providers of post-16 options. All Year 11 students have a careers interview with an independent careers advisor and have two 16+ interviews with members of the careers and pastoral teams. Those choosing not to apply to Ecclesbourne Sixth Form receive further, targeted support from the careers team.

Year 12 – students are supported to make well-informed and aspirational but realistic decisions and applications relating to their post-18 choices. They are introduced to a variety of post-18 options and have the opportunity to meet a range of employers on Post-18 Day. Following this, they are supported to develop application materials including personal statements, letters of application and CVs. They develop interview skills through PDC lessons and a mock assessment centre, where they again meet employers. They consider the importance of their online reputation and explore the use of LinkedIn. They develop their knowledge of labour market information and the importance of work-life balance. Year 12 students take part in Work Experience and are supported to choose and apply for suitable placements and to prepare themselves to make the most of the experience. Year 12 students are supported to attend university open days if appropriate.

Year 13 - students continue to be supported to make well-informed and aspirational but realistic decisions and applications relating to their post-18 choices. They receive further support to complete applications and all students who have an interview are offered mock interviews with the careers, teaching and pastoral teams as well as friends and alumni of Ecclesbourne when appropriate. Through PDC, students learn about finance including student finance, choosing a bank account and a range of financial products. They build on their understanding of external influences on careers, workplace discrimination and entrepreneurship.

In addition to the above, Provider Access Legislation states that students from Years 8-13 are entitled to six encounters with providers of technical education or apprenticeships. These encounters will be scheduled during school hours and the providers will be given sufficient notice and time to allow them to share information about the provider, qualifications offered and the career routes that they may lead to. Further information about how we meet this entitlement can be found in Appendix 1.

7. Roles and responsibilities

The development, leadership and management of the careers department is the responsibility of the Head of Careers, this includes ensuring that the school conforms to national standards for CEIAG. This work is supported by the work of the Careers Information & Advice Officer/Work Experience Coordinator.

The governor with responsibility for CEIAG, monitors the work of the department, including ensuring that the school meets statutory requirements for the delivery of CEIAG.

The line manager of the Head of Careers is the Careers Lead Assistant Head Teacher.

The responsibility for delivering careers lessons through the PDC curriculum lies with form tutors, using resources and under the guidance of the Head of Careers.

The responsibility of ensuring that careers education is integrated into the curriculum lies with Heads of Faculty and Heads of Subject. This is supported and monitored by the Director of Careers.

Many other members of staff are involved in the delivery and monitoring of the careers education and guidance programme. These include:

- The Headteacher
- The SENDCO
- Deputy Head / Head of Upper School
- Deputy Head / Head of Pastoral
- Deputy Head / Head of Lower School
- Assistant Head / Head of Sixth Form
- Assistant Head / Head of EDI and Pupil Premium
- All form tutors and teachers of PDC
- All subject teachers
- Administrative staff

The work of the careers department is further supported by our D2N2 Enterprise Coordinator.

8. Staff development

All staff are expected to contribute to careers education. As such:

- Careers education is included as part of whole staff training including on INSET days.
- Training for the delivery of careers education through PDC is provided through tutor team meetings and on INSET days.
- The Head of Careers liaises with Heads of Faculty and shares relevant resources to support the development of careers education through the curriculum.
- The “teaching takeaway” in the staff bulletin is used to provide information and resources to staff.

In addition, the Head of Careers attends Derbyshire South Careers Lead Network Meetings and has completed the Level 6 Careers Leader qualification with The University of Derby.

9. Funding and Resourcing

An annual budget is allocated to the Careers Department. The Head of Careers is the budget holder. This budget covers the purchasing of resources for the delivery of careers education through PDC. It also covers any fees relating to external providers of careers education.

The school subscribes to Unifrog, an online resource, to provide students and parents/carers with up-to-date career information, support with applications and advice on their next steps.

Our Careers Advisor, contracted through an external provider, is in school two days most weeks. Appointments are booked through the Careers Department or at the request of the student, tutor, Head of Year, Parent/Carer or initiated by the Careers Department using assessment data. The school's Careers Advisor produces an individual action plan following careers interviews, which is posted onto Unifrog.

10. Teaching, Learning and Assessment

Careers Education is delivered in PDC lessons by form tutors in Years 7-13. The curriculum is developed by the Head of Careers, with support from the Work Experience Coordinator. These lessons are enhanced with “drop-down” learning days, some of which are repeated annually, whilst others are organised based on individual students and opportunities available. At KS4 (Y10) and KS5 (Y12) students take part in work experience. External speakers are invited to present to students on different job sectors and educational providers, for example, colleges, universities and apprenticeship providers. In addition, careers assemblies are delivered to support national events such as National Careers Week and to support year groups at transition points.

Careers education and guidance make a major contribution to preparing young people for the opportunities, responsibilities and experiences of working life. Our spiral curriculum, which reflects the Career Development Institute’s Career Development Framework, supports them in choosing 14-19 pathways that suit their interests, abilities and help them to follow a career path and sustain employability throughout their working lives. It prepares them for the changing nature of the future job market and allows them to develop transferable skills.

Careers Education at Ecclesbourne is underpinned by the following values:

- Impartiality
- Confidentiality
- Ownership by the young person
- Promotion of equality of opportunity
- Transparency
- Accessibility

All departments have displays in their areas which link subject areas to future careers. This allows students to reflect on the different options they can look into in their future if they enjoy or excel in a subject.

11. Information, Advice and Guidance

The Ecclesbourne School is committed to providing impartial and independent careers advice for all students from Years 8 – 13. CEIAG is an important part of the curriculum and we support the statutory requirement for a programme of careers education.

Our Independent Careers Advisor conducts 1:1 or small target-group careers interviews with all students in Year 11. All students in Year 13 are entitled to an appointment should they wish.

Information relating to careers, including events and opportunities, is regularly shared with students by email and via tutors.

12. Equal Opportunities

Students have varying needs regarding CEIAG, depending on their academic abilities and socio-economic background. The school believes that all students have the right to high quality CEIAG that is relevant to their needs. We operate a referral system based on an accurate assessment of students’ needs. This is addressed by using statistical information such as CAT scores and FFT assessment predictions. Notice is taken of staff comments which are delivered through the school’s formal assessment programme as well as informally. These are given by tutors and subject staff. Up to date information is available on SIMs, Sisra and ALPs.

An individual working with a student may identify the need for support from our careers advisor. In this case a system of referral exists if our careers curriculum and other resources cannot meet the individual’s needs.

During the academic year all SEND students (Y9-13) receive a careers interview prior to their annual review.

Students are always involved in the process of referral. They are informed of the process and their views sought at all times. The referral process makes provision for students and their parent to self-refer. Account is taken of any request for specialist help and the necessary documentation completed and recorded in a secure place.

13. Monitoring, reviewing, evaluation and reporting

The school uses the Compass online self-evaluation tool to monitor how our careers support compares against the Gatsby Benchmarks and the national average.

Destination Data is an indicator of the success of our careers provision and is used by the Head of Careers to inform curriculum planning and specialist provision.

The Career Mark Award presents the opportunity to evaluate our provision for CEIAG.

The Careers Department regularly seeks feedback, both formal and informal, from students, for example, following a unit of work related to careers, or after a careers event. We also ask for feedback from staff. This informs our future planning.

14. Parents and carers

Parent and carer involvement is encouraged. The school website provides parents/carers with a summary of the careers programme and links to useful resources. Parents/Carers are written to throughout the year to keep them informed about careers information and events. Parents are able to attend careers interviews if they wish.

Careers information and information relating to next steps is shared at parent information evenings including Post-14, Post-16 and Post-18 information evenings, and welcome evenings for parents of Year 10 and Year 12.

Appendix 1

Example of careers related events in one school year which support the curriculum in PDC and ensure that we meet the requirements of **Provider Access Legislation**.

Year Group	For all students	Events to opt into
7	STEM day Two careers assemblies	STEM Robotics Regional Challenge
8	Take Your Child To Work Day Juniper – Traineeships and Apprenticeships Two careers assemblies	Big Bang Science Live STEM Robotics Regional Challenge
9	Enterprise Day One-to-one post-14 options interview Careers assemblies	SEND students one-to-one careers guidance interview with external advisor Mock Trial Event
10	Work Experience Careers assemblies ASK Apprenticeships Assembly Confetti Assembly	Crime scene to courtroom workshop Art Print workshop Science Live Trip Meet the Scientist webinar
11	Careers guidance interview with external advisor One-to-one Post 16 interview Post-16 information morning ASK Apprenticeships Assembly Confetti Assembly	NCS Duke of Edinburgh Bronze Award – including Emergency First Aid at work qualification Rolls Royce visit Apprenticeship talks
12	Work Experience Post 18 Day One-to-one careers guidance interview University open days UCAS Discovery Day	Crime Scene to courtroom workshop Derby University “Build Your Career” event Duke of Edinburgh Gold Award NHS careers talks Apprenticeship Workshop with ASK Apprenticeships Access to Oxbridge – Speakers from Oxford and Cambridge Universities
13	University, apprenticeship and employer talks	University open days Mock interviews Student finance talks

