

Careers Education, Information, Advice and Guidance Policy Doubletrees School

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'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018

Adopted by the Governing Body:

Compliance Check:

Review Period: Every 3 years

Review Date: Summer 2024

Careers Education, Information, Advice and Guidance Policy

1. School Vision

At Doubletrees we aim to provide our learners with the skills they need to maximise their independence and engagement within their communities and to live fulfilling lives according to their individual potentials. This journey is highly personalised and underpinned by our ABC's and core vision of: "Achieve, Belong, Communicate, Develop and Enjoy!" We recognise our young people can play an active & positive role in society & make active contributions (which for some will include the workplace) and therefore need to prepare them accordingly. The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2. Policy Scope

- i. This policy covers Careers Education, Information, Advice and Guidance given to students throughout their time at Doubletrees School, from EYFS through to Year 14.
- ii. The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)
- iii. This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- iv. This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- v. This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.
- vi. All members of staff at Doubletrees 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; CEIAG is not the sole responsibility of the Careers Advisor.
- vii. It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3. Objectives:

The objectives of the Doubletrees Careers Education, Information, Advice and Guidance policy are underpinned by the Gatsby Benchmarks for high quality careers provision, and are as follows:

- i. To ensure that all learners at the school receive a stable careers programme;
- ii. To enable all learners and their families to access and learn from information provided by the career and labour market;
- iii. To provide an individualised and inclusive curriculum that addresses the needs of each student;
- iv. To link curriculum learning to careers learning;
- v. To provide learners with a series of encounters with employers and employees;
- vi. To provide experiences of workplace(s) for all learners who are able to access it;
- vii. To ensure that learners have a series of encounters with further and higher education;
- viii. To provide each learner and their families with the opportunity to receive personal guidance;

4. School Responsibilities

The school has a series of statutory duties:

- i. All registered learners at the school must receive independent careers advice in Years 7 to 14;
- ii. This advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option;
- iii. This advice must cover a range of education or training options;
- iv. This guidance must be in the best interests of the learner;
- v. There must be an opportunity for education and training providers to access pupils in Year 7 – Year 14 in order to inform them about approved technical qualifications or apprenticeships (see Section 6 – Provider Access);
- vi. The school must have a clear policy setting out the manner in which providers will be given access to pupils (see Section 6 – Provider Access);
- vii. The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy in Section 3;
- viii. The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)

5. Governor Responsibilities

- i. 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.
- ii. The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14;
- iii. There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

6. Provider Access

This section of the policy 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.

All pupils in years 7-14 are entitled:

- i. 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;
- ii. 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;
- iii. to understand how to make applications for the full range of academic and technical courses;

Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities. The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

7. Monitoring, Evaluation and Review

The Headteacher will ensure that:

- i. the work of the Careers Advisor and CEIAG events are supported and monitored;
- ii. 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:

- i. Annual stakeholders feedback using online and learner & parent / carer surveys;
- ii. Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- iii. the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

The governors of Doubletrees School will review this policy every three years.

The Gatsby Benchmarks

Appendix 1

<p>1. A stable careers programme</p>	<p>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.</p>	<p><input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p><input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<p><input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<p><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p><input type="checkbox"/> All pupils should have access to these records to support their career development.</p>

		<input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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.	<input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	<input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
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.	<input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	<input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. <input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have

		<p>had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8. Personal guidance</p>	<p>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.</p>	<p><input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>

Provider Access Policy

Appendix 2

Introduction

This document 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.

Learner entitlement

All learner in years 7-14 are entitled:

- to find out about all pertinent 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.

For further detail please refer to the Doubletrees Provider Access Policy on the school website.

Management of provider access requests

Procedure:

A provider wishing to request access to our learners should contact Rachel Facey - Doubletrees School's Careers and Aspirations Lead.

Telephone: 01726 812757

Email: rfacey@doubletrees.org.uk

Opportunities for access

EHCP:

Doubletrees School will fully consider/acknowledge the aspirations outlined within students 'My Views' document used to inform the EHCP process; using such aspirations teachers within each key stage will identify opportunities which enable students to find out further inform / make visits to work based providers from Key Stage 4 (where these provide meaning) to provide our students and their families with further information, advice and guidance.

Further to the annual review process, from Year 9 onwards, learners and their parents / carers will be surveyed annually to ensure they are aware of their future opportunities and to ensure the school fully understands their developing needs and aspirations.

Year group	Autumn Term	Spring Term	Summer Term
Key Stage 3 (each year group)	<ul style="list-style-type: none"> • Celebrations day – ex-student(s) • College themed assembly / visit • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Careers Fair • ‘Your child’s future’ event • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Skills South West • Employer encounter(s)
Key Stage 4 (Yr 10)	<ul style="list-style-type: none"> • Celebrations day – ex-student(s) • College themed assembly / visit • Preparing for college - Choices • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Careers Fair • ‘Your child’s future’ event • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Let’s meet our careers advisor – CSW class visit • Skills South West • Employer encounter(s)
Key Stage 4 (Yr 11)	<ul style="list-style-type: none"> • Celebrations day – ex-student(s) • College themed assembly / visit • Preparing for college – Transitions • Game-changer • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Careers Fair • ‘Your child’s future’ event • Game-changer • Work experience • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Let’s meet our careers advisor – CSW class visit • Skills South West • Game-changer • Employer encounter(s)
Key Stage 5 (Yr 12)*	<ul style="list-style-type: none"> • Celebrations day – ex-student(s) • College themed assembly / visit • Preparing for college – Choices • Game Changer • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Careers Fair • ‘Your child’s future’ event • Visit the job centre • Game Changer • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Let’s meet our careers advisor – CSW class visit • Skills South West • Game Changer • Employer encounter(s)
Key Stage 5 (Yr 13)*	<ul style="list-style-type: none"> • Celebrations day – ex-student(s) • College themed assembly / visit • CSW support • Preparing for college – Transitions • Game Changer • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Careers Fair • CSW support • ‘Your child’s future’ event • Visit the job centre • Game Changer • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • CSW support • Skills South West • Game Changer • Employer encounter(s)

Key Stage 5 (Yr 14)*	<ul style="list-style-type: none"> • Celebrations day – ex-student(s) • College themed assembly / visit • CSW support • Preparing for college – Transitions • Game Changer • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Careers Fair • CSW support • ‘Your child’s future’ event • Visit the job centre • Game Changer • Employer encounter(s) 	<ul style="list-style-type: none"> • Careers and Aspirations assembly • Skills South West • Game Changer • Employer encounter(s)
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* Where appropriate, work experience takes place from Year 9 to Year 13, as identified within our Careers and Aspirations Offer and Curriculum.

* College links are nurtured throughout Key Stage 4 and 5 which inform the agreed placement/college links.

From Year 10, Year 11 and Year 13 the Careers advisor will be invited to attend all EHCP reviews offering students and their families’ information in regards to future options – e.g. – colleges of further education – college prospectus/course information. In Year 10 / 13 colleges of FE will be invited to attend all student annual reviews arranging visits/interviews with students based upon the student choice made.

Additionally, there will be a number of events, integrated into our schools careers and aspirations programme, offering providers an opportunity to come into school and engage with pupils and/or their parents/carers:

The following planned events will take place over each academic year; evaluation of such events will be obtained via:

- *Parent/carer views (where applicable) APPENDIX A / online survey*
- *Student views (where applicable) APPENDIX B / online survey*

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School’s Careers and Aspirations Offer and Curriculum which can be seen on the school website.

Premises and facilities:

The school will:

- Make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.
- Make available audio-visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers & Aspirations Leader.
- Publish all information received upon the schools web site.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the school; these will be stored in the school’s library which is available to students at lunch times/structured teaching and learning sessions.

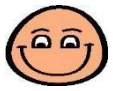
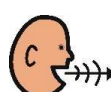

Approval and review:

Policy approved by Doubletrees Governing Body	27 th September 2021
Policy to be reviewed	Every 3 years
Responsibility	Head Teacher Careers & Aspirations Lead

APPENDIX A:

<u>Parent/Carer View</u> – Careers and Aspirations Event		
Date:	Careers programme focus/speaker:	
Venue:		
Please tick the appropriate statement:		
We/I found the information useful	We/I found the information fairly useful	We/I did not find the information useful at all
Is there any further information you would like (Please state):		
Signed:		

APPENDIX B:

Student View of Careers & Aspirations Provision		
Date:	Topic:	
Please tick the appropriate statement:		
<p>I am very interested</p> 	<p>I am quite interested but want to find out more</p> 	<p>I am not interested at all</p> 
<p>Is there any more information you would like (Please state):</p> <div style="font-size: 48px; font-weight: bold; margin-top: 20px;">?</div>		
Signed:		