



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

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Review cycle	1 year	Signature	
Date for review	July 2022	Author	Marsha Johnson

Prior to formulating this policy consideration was given to best practice outlined in the CDI Careers Guidance in schools and colleges and Gatsby Benchmarks.

1. CONTENT

This policy applies to all Kingsmead provisions including Special School, PRU and Hospital medical students.

The School puts the needs of each student at the centre of all learning and social experiences and has a high standard approach to Careers, Education, Information, Advice and Guidance (CEIAG). Through CEIAG related work, The Kingsmead School utilises a nurturing approach to ensure every student gains the confidence and self-belief, as well as the skills, knowledge and experience required to manage their own careers progression.

2. PURPOSE

At The Kingsmead School our careers guidance programme seeks to inform and inspire pupils towards further study and to provide them with relevant information and experiences to help them to make informed decisions whenever opportunities are open to them.

Its purpose is to assist them in building a better understanding as positive and productive citizens to understand the world of work and to gain skills that they need to succeed.

It is important for social mobility because it helps to open pupil's eyes to careers they may or may not have considered. The purpose of The Kingsmead School policy is to describe the way in which this programme prepares students for transition into the world of work, Further Education (FE), Higher Education (HE), Apprenticeships and Traineeships.

Pupils at Kingsmead require an individual approach as this leads to bespoke ways of working with each student to ensure needs and knowledge are met through the CEIAG programmes and to equip students with the skills required to follow their chosen career pathway.

3. IMPLEMENTATION

KS3	Targeted Skills and Knowledge	Activities
Year 7	Life Skills through PSHE Careers related programmes Enterprise Programme Outdoor Education Charity Fundraising events	Self-awareness and skills and qualities. Gender Stereotypes Job profiles Employability Masterclass Macmillan Cancer Support

Year 8	Life Skills through PSHE Careers related programme Outdoor Education Charity Fundraising Events	Equality and Stereotypes in careers Understanding the labour market Activities around Careers Careers sectors
Year 9	Life Skills through PSHE Careers related programme Outdoor Education Charity Fundraising Events	Self-awareness-Role Models Decision making Labour market information/Making positive decisions Careers researching
KS4	Targeted Skills and Knowledge	Activities
Year 10	Life Skills through PSHE Asdan Careers related programme Outdoor Education Charity Fundraising	Where are you now? Visit to Derby University Workshops-Achieving your goals/managing your time Over coming challenges Managing your responses Challenging stereo types-Discrimination and bullying.
Year 11	Life Skills through PSHE Asdan Career related programme Outdoor education Charity Fundraising	Researching Post 16 options Discovering your pathway Careers Talks Mock Interviews Application forms for College and training providers Apprenticeship week Information, advice and guidance meetings (IAGs) National Careers week Virtual work experience Employability mentoring Derby College mentoring

4. INTENT

Aim

Careers education is delivered primary through PSHE, each year with a dedicated scheme of work with age/phase appropriate content.

Pupils will have opportunities embedded within the CEIAG programme, which works alongside the Gatsby benchmarks to gain employability skills which will be supported, so that pupils will be able to manage their own career destination.

Objectives

Have access to a career education programme that will:

- Promote Self-awareness, resilience, skills and interest
- Learning about careers, labour market information and the world of work
- Developing careers management, employability and enterprise skills

5. LEARNER OUTCOMES

Upon successfully completing the CEIAG programme at Kingsmead, students will be able to:

- Make informed choices in regards to their career pathways
- Gain an understanding of soft skills and how skills are transferable

- Understanding hard skills and how to sell themselves using C.Vs/application forms and interviews
- Have access to paper and online resources to support and guide students into make realistic choices
- Gain valuable insight to Labour market information
- Develop skills that employers look for
- Access to impartial information on options Post 16 and beyond

Learners' progression

Once pupils have left The Kingsmead School they will have better understanding on how to make their own career path:

- Independently make realistic plans for the future
- Have clear understanding of how to look for opportunities and ask for support if required
- Be able to complete an application form and C.V

Pupil's progression will be monitored by an Intended Destination spreadsheet which will be accessible for staff and support staff.

Pupils will receive SMART targets during a CEIAG interview, to track individual progression.

Activities and interactions will be monitored and evaluated to keep track on students who are and who are not, receiving a full careers related programme.

6. CEIAG IMPLEMENTATION

The careers policy and careers related programme have been developed using the Gatsby Benchmarks and the Careers Development Institute Framework.

All staff has a role within the programmes. All staff are gaining understanding of the careers programmes and the careers team have regular meetings, once a month.

Benchmarks	Description
1. A stable careers programme	Every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from labour market information	Every pupil and their parents/carers, should have access to good quality information about future study options and labour market opportunities, with use of an informed adviser.
3. Addressing the needs of each pupil	Pupils have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A schools careers programmes should be embedded equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers, For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future careers paths.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil should have first-hand experiences of the work place through visits or work shadowing and/or work

	experiences that will enhance their exploration of career opportunities and expand their own networks
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in school, colleges and universities and in the workplace.
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with qualified careers adviser, who could be a member of school staff, external, provided they are trained to a level 6. These should be available whenever significant study or careers choices are being made and should be timed to meet the individual needs of the student.

7. STUDENT ENTITLEMENT

All pupils in years 7-11, are provided with a range of opportunities to develop key employability and life skills through taught sessions which are delivered during PSHE and tutor time, as well as through activities within the curriculum areas. The programmes are differentiated and personalised to ensure progression.

At The Kingsmead School, we recognise the importance of gaining experience through the world of work. Our pupils are given opportunities to experience contact with employers through visits to careers fairs, career talks in school, mentoring programmes, mock interviews. A number of pupils also attend offsite vocational placements as part of their option choices.

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All pupils can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. All members of staff work to facilitate early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser should additional support be necessary to avoid the student from becoming NEET. Where appropriate careers advisers work with the SENCO to support Education, Health and Care planning which supports students who may be facing other challenges.

8. MEASURING IMPACT

The school career and education programmes, is reviewed termly, the governing body will review and monitor CEIAG within school. The careers leader will complete a compass self-evaluation tool review each term, to map progress against the eight Gatsby Benchmarks. The careers area in the Kingsmead School website, will be updated regularly to reflect current information, legislation and best practice. The careers education programme, is monitored and evaluated to ensure that the programmes is implemented as planned through staff, questionnaires, pupil focus groups and learning walks ,to identify areas for further development and facilitate the continuous improvement in CEIAG. Pupil destination tracking will be used to assist the evaluation process, to ensure that pupil's outcomes are met and that pupils who are not in education, employment or training (NEET) after leaving year 11, are continued to be supported and are referred to Connexions.

9. POLICY REVIEW

The Careers, Education and Guidance Policy will be reviewed and/or amended by the careers leader and governors annually, to ensure we are meeting objectives and legislation. Making sure, careers frameworks are up to date and that it is used to measure the efficacy of the CIEAG programme.