

 <p><b>Rushcliffe School</b></p>	<b>CEIAG (Careers) Policy</b>		
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### Rationale for CEIAG

It is the vision of the school that all learners should “shine brightly” in all aspects of their education and become “the most employable young people” by the time they leave the school. This requires a planned programme of activities to help them choose 14-19 pathways, and beyond, that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic well-being throughout their lives.

The overall aim is the provision of high quality and effective CEIAG for all students at Rushcliffe School. This supports the overall aim of the school, which makes the personal development of the individual central to our work. We are fully committed to Rushcliffe School being an outstanding school in all respects. This is embodied in the Career Strategy document (Appendix I).

CEIAG has a major role in the school's commitment to life-long learning. We aim to ensure that all students leave Rushcliffe with the very best preparation for adult life and all our practices are geared to this purpose. The school recognises the significant contribution that careers can play in raising achievement and striving towards equality of opportunity and outcome. For this reason, implicit and explicit careers links are made into the teaching and learning of pupils as well as the pastoral support pupils receive. The provision of high quality IAG services will support the raising of the participation age by encouraging and supporting young people to remain engaged in education and training.

### Commitment

Rushcliffe School recognises that it has a statutory duty to provide impartial careers information, education and guidance; the scope of this provision was extended to years 8 to 13 from September 2013. The school is also committed to providing a programme of Careers Education, even though this is no longer statutory. In addition, the school has a Careers Advisor (0.5 FTE), the Orchard Centre to support the most vulnerable students and works other outside agencies including the Local Authority, to provide extra support as required for learners with additional needs.

Rushcliffe School follows the requirements for Careers Guidance of the Education Act 2011 (Statutory Guidance for Schools) and Securing Independent Careers Guidance – A Practical Guide for Schools (July 2012). We also strive to significantly go beyond the statutory requirements and also follow previous models of good practice regarding the provision of non-statutory Careers Education as

outlined in the QCDA non-statutory guidance, Quality, choice and aspiration - a strategy for young people's IAG (DCSF) 2009, Statutory Guidance – Impartial Careers Education (2009) and the Careers Education Framework 7-19 (2010). Career England Policy Commentary on “Career guidance and inspiration in schools” April 2015, Career guidance and inspiration in schools, DfE March 2015, Better inspection for all – Ofsted Feb 2015, School Inspection Update – Ofsted March 2015 and the ACEG framework for Careers and Work-related education – A Practical Guide – ACEG/CDI 2015: we aim to fulfill the ACEG Framework careers learning outcomes from this document. We also have a focus on employability skills and refer to the following publications:

The skills we need and why we don't have them, Policy Exchange, November 2016  
Moments of Choice, The Careers and Enterprise Company, September 2016  
DfE Strategy 2015-2020 World-class education and care, September 2016  
Gatsby Report – Good career guidance 2016  
Careers guidance in schools, colleges and universities. House of Commons Briefing Paper 5 July 2016  
Skills and the economy, Sub committee on Education, July 2016  
The changing face of careers choices. Cascaid, March 2016

Rushcliffe School gained the Career Mark quality award in 2010, 2013, 2015 and is aiming for reaccreditation in 2017.

### **Development**

This policy was developed and will be reviewed every two years in discussion with teaching staff, the school's key leaders responsible for CEIAG, students, parents, governors, advisory staff and other external partners.

### **Links with other policies**

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially: Managing Pupils Positively, Equality Policy, Teaching and Learning Policy, Safeguarding and Child Protection Policy, Attendance Policy, SEND Policy and the school's Accessibility Plan. It is also central to the school's structures for SMSC. The Careers Policy is linked to the Work Related Learning policy.

### **Objectives**

#### **Learners' needs**

The careers education programme is designed to meet the needs of students at Rushcliffe School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development and to strengthen their motivation, aspirations and attainment at school. These can be summarised as “Self Development”, “Career Exploration” and “Career Management”. The school aims to help pupils gain:

- an awareness of self and of others.
- the ability to make informed, reasoned decisions.
- an awareness of the range of opportunities available in education and work
- the skills needed to cope with significant changes such as moving from school or college to a job.
- knowledge and practical experience of the world of work.

- access to individual guidance to help them in planning for the future.

The policy has been reviewed by key staff to ensure that the policy has been assessed for its equality impact and is thus deemed to have the potential to remove barriers to learning and progress, to narrow perceived inequalities and to therefore have a positive impact on all groups of students within the school.

### **Entitlement**

Learners are entitled to CEIAG which meets professional standards of practice and which is delivered by trained staff and which is student-centred, impartial and confidential. Activities are embedded in the curriculum and delivered through dedicated “Bright Days” and are based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. Entitlement is made known to students through an insert in their planner. (Appendix II)

### **Implementation**

#### **Management**

The Head of the Careers and the Head of Sixth Form coordinate the careers programme. The Head of Careers is responsible to Phil Crompton, Executive Headteacher (CEO) of the Trent Academies Group of schools who takes an active interest in CEIAG and WRL; and the Head of Sixth Form.

#### **Staffing**

All staff contribute to CEIAG through their roles as form tutors and subject teachers. Specialist sessions are delivered by the Careers Bright Day team. The CEIAG programme is planned, monitored and evaluated by the Head of the Careers team in consultation with the link Senior Leader. Careers information is available in the Learning Resource Centre (LRC) which is maintained by the school librarian and staff. There is an organigramme of the current structure (Appendix III).

#### ***Current Key Personnel January 2017***

Governor with responsibility for careers	Jean Guest
CEO of TAG group and Line Manager for CTO	Phil Crompton
Line Manager for Bright Days	Damian Painton (Deputy Headteacher)
Head of Student Behaviour	Helen Corbett (Deputy Headteacher) – currently J Dakers
Head of Careers	Caroline Tomlinson (Head of Careers across TAG schools)
Careers Advisor	Rhonda Smith
Head of Data	Simon Peel (Assistant Headteacher)
Head of Business/HR	Marian Beaumont
PSU staff	Sarah Coleman and Dawn Downs
Pupil Premium team	Frances Judge and Liz Roberts
Head of SEND	Rebecca Myers – currently S Desai

Head of Sixth Form	Shrutee Desai (Assistant Headteacher) – currently R Frost
Heads of Year (particularly)	Year 13 (2015 - Ben Roberts) 12 (2015 – Jack Lakin) 11 (2015 –Claire Richardson) 9 (2015 – Sarah Chedgzoy)
Bright Futures Team	15 teachers from various curriculum areas
LRC Team	Lisa Goodwin-King and Rebecca Coupland

*The Line Managers (Assistant Head Teachers) will:*

- ◆ ensure that the policy is integrated into the rest of the curriculum and implemented in accordance with the above principles

*The Head of Careers will:*

- ◆ lead the strategy and vision for CEIAG
- ◆ organise the provision/delivery of INSET
- ◆ manage a budget for Careers and Bright Days
- ◆ lead staff below in the review of the policy
- ◆ organise and coordinate the provision of CEIAG for each year group
- ◆ liaise with outside bodies concerned with careers education
- ◆ ensure the provision of suitable up to date resource materials
- ◆ develop school-based materials for students and parents
- ◆ ensure student entitlements are met
- ◆ evaluate the programmes
- ◆ work across all schools in the TAG to ensure quality of CEIAG provision and implement best practice

*The Careers Advisor will:*

- ◆ make appointments for all students who want individual careers advice in key year groups
- ◆ log all meetings and provide Action Plans for students
- ◆ provide training for key groups of staff as required
- ◆ attend careers related events at the school as appropriate
- ◆ support Careers Bright Days as required
- ◆ develop, run and support careers events in school

*Year Leaders/PSU and Head of Sixth For will:*

- ◆ ensure information about CEIAG reaches the intended students, and, where necessary or appropriate, communicate with parent/carers about CEIAG events/opportunities.
- ◆ heads of years 12 and 13 will organise Bright Days with careers focus as appropriate, support progression to apprenticeships/jobs and run UCAS.
- ◆ manage the 16+ Learning Mentor in guidance for students and to facilitate transition.
- ◆ monitor their tutor teams in tracking student progress and destinations

*Data manager will:*

- ◆ line-manage CEIAG provision
- ◆ provide student progress data to support pupils' self evaluation process

*All teaching staff will:*

- ◆ deliver aspects of the CEIAG programmes as requested
- ◆ support Bright Days
- ◆ be familiar with the details of the CEIAG programmes so they can advise/guide and support all students, particularly in their role as student mentors
- ◆ include careers-related elements in their schemes of work where appropriate
- ◆ deliver and engage with the employability skills projects

*The IT support will:*

- ◆ support careers software packages
- ◆ update the school website

*The Governing Body and Governor with responsibility for careers will ensure that:*

- ◆ sufficient resources are allocated to the programme
- ◆ the effectiveness of careers advice is evaluated and the outcomes reflected in future plans
- ◆ monitor that provision conforms to legal and Ofsted requirements

*The Learning Resource Centre will ensure that:*

- ◆ resources are kept up to date
- ◆ new resources are purchased
- ◆ resources are evaluated
- ◆ resources are publicised
- ◆ resources are well sign-posted

*The Pupil Support Unit and the Pupil Premium Team will:*

- ◆ work with the Careers Advisor to provide relevant information for guidance
- ◆ ensure an effective link between the school and Futures in identifying pupils in relation to their 'priority' support
- ◆ support and guide vulnerable pupils, pupils on FSM, PP, IEP, IEBP, PSP, SEN register
- ◆ refer cases to the Careers Advisor through meetings with parents
- ◆ support tracking of destinations

*Head of SEND will:*

- ◆ ensure resources are made available for supporting pupils with SEN
- ◆ provide appropriate SOW to support the alternative KS4 provision course
- ◆ work with the PSU to identify students in need of support

## **Curriculum**

The careers programme includes careers education sessions, careers guidance activities (including individual mentoring interviews), information and research activities, use of on-line resources, work-

related learning (through individual subject areas and work experience in year 11/12) and individual learning/planning activities. Other focused events are provided at different times of the year to appropriate students e.g. Year 9 Options evening, Year 11 information evening, Year 12 Higher Education day. Work Experience provision is focused on targeted year 11 students and all year 12 students. Learners are actively involved in the evaluation of activities through student voice feedback forms. Students are educated to not consider certain jobs to be stereotyped. Equal opportunities is at the forefront of provision.

The curriculum entitlements for all year groups is attached in Appendix II.

### **Assessment and accreditation**

The intended careers learning outcomes are taken from the ACEG Framework outcomes document (2012): impartial careers education outcomes are in the individual lesson objectives. Student self assessment/evaluation are carried out on completion of Careers Bright Days.

### **Partnerships**

Partnerships/links are being developed. Current links are with local colleges (NCN and SNC), local universities (e.g. NTU, University of Nottingham, Derby University, Lincoln University), various local businesses, the Rotary Club, the Chamber of Commerce, the West Bridgford Business Partnership, the CEC and the STEM ambassadors as well as a host of local businesses through Mock Interview Day, Careers Fair and events when speakers come into school.

### **Resources**

Funding is allocated in the annual Bright Day budget planning round in the context of whole school priorities and in particular the needs of the CEIAG area. There is a separate Careers budget. The Head of the Careers is responsible for the effective deployment of resources.

The budget for Careers activities comes via a number of accounts (figures for 2014-15)

Careers Bright Day group	£1300
Careers (general)	£2210

Other funding e.g. for Work Experience and the Careers Advisor's salary comes from a central budget.

### **Staff Development**

Rushcliffe School recognises the importance of training staff with regard to CEIAG; these needs are identified in conjunction with the school staff development coordinator. The school will endeavour to meet training needs within a reasonable period of time and develop an annual input into training for CEIAG for staff. All staff in the Careers Bright Day team meet throughout the year to receive information and details relevant to the upcoming Careers Bright day. Tutors in key year groups receive training specifically aimed at their needs. The Head of Careers will attend training courses as appropriate to fulfil the role.

### **Monitoring, review and evaluation**

The programme for CEIAG is reviewed on an on-going basis by the Head of Careers and other key leaders to identify areas for improvement and in response to feedback from staff and students.



## Appendix I

### **RUSHCLIFFE SCHOOL CAREERS STRATEGY (updated 2016)**

#### **Vision**

All students will have the skills, confidence and inspiration to make the most of their life choices and follow the career path that best allows them to shine brightly beyond this school.

Students leaving schools in the Trent Academies Group will be “the most employable students”.

#### **Legal requirements**

All students in years 8 to 13 must be provided with independent, impartial careers advice

#### **Our strategy**

- To deliver quality, effective, impartial CEIAG
- To monitor and evaluation all aspects of provision
- To engage with outside providers of education and training
- To engage with local employers
- To promote employability skills through all areas of school life
- To inform parents so they can support and help their children
- To promote high aspirations
- To ensure staff are sufficiently trained
- To embed CEIAG and work related learning/employability in the curriculum
- To put the needs of the students first
- To reduce social immobility

#### **Our success will be judged by**

- Students taking charge of their futures
- Analysis of destinations – no NEETS
- Student feedback on ability to make decisions
- Career Mark quality award
- Ofsted judgements

#### **Long term careers outcomes / development**

- Students ready for the world of work
- Students understand life-long learning
- Students resilient and ready to cope with change
- Staff better prepared to help students
- Careers education embedded in curriculum

#### Context

- The skills we need and why we don't have them, Policy Exchange, November 2016
- Moments of Choice, The Careers and Enterprise Company, September 2016
- DfE Strategy 2015-2020 World-class education and care, September 2016
- Gatsby Report – Good career guidance 2016
- Careers guidance in schools, colleges and universities. House of Commons Briefing Paper 5 July 2016

- Skills and the economy, Sub committee on Education, July 2016
- The changing face of careers choices. Cascaid, March 2016
- Ofsted – June 2015
- Statutory Guidance – Careers guidance and inspiration in schools, March 2015
- Mapping careers provision in schools and colleges in England – Research brief July 2015
- The Economic benefits of Careers Guidance – Careers England research paper July 2015
- Report on Small Firms, 2010 – 2015 National Career Council Report – “Taking action: achieving a cultural change in careers provision” September 2014
- Enterprise For All – Lord Young report 2014
- Careers Enterprise Company, Enterprise Network 2015

**Factors driving improvement within the school:**

- School Improvement Plan
- Reduction of NEETS
- Destinations( HE/Apprenticeships)
- Attendance
- Parental Engagement

Definitions

**Careers:**

Careers consists of Careers Education, Careers Guidance, Careers Information and Work Related learning

**Employability:**

Employability describes the skills, attitudes and behaviours that allow young people to find, keep and progress within work.

## APPENDIX II – Curriculum Entitlements for Careers as at September 2016

### Careers Education, Advice and Guidance What can you expect in Rushcliffe School?

Rushcliffe School is here to help you. Support can be accessed at any time by asking your form tutor, Head of Year, mentor, teaching assistants or subject teachers. You can also speak to Rhonda Smith, our Careers Advisor.

- You will have a personalised mentoring programme with your form tutor/ personal mentor.
- You will have access to careers resources in the LRC.
- You will have access to Moodle “Careers Resources”.
- You will get progress reviews to inform you of your progress.
- You will have a progress evening at which to reflect on your performance and set targets.
- You will receive information relevant to your year group through your form tutor.
- You will have opportunities to develop your leadership and employability skills.

#### **Additional provision through Bright Days and other events**

<u>Year 7</u>	Introduction to careers software and resources available in school. Information about the world of work and businesses. An activity to think about budgeting and how to manage money.
<u>Year 8</u>	Information about STEM careers. Avoiding being driven by stereotypes.
<u>Year 9</u>	Options Bright Day including information sessions and help making decisions. Aspirational sessions from universities. Help with using careers software. Options evening for you and your parents.
<u>Year 10</u>	Information about the changing world of work. Help with producing applications. Financial implications of your decisions.
<u>Year 11</u>	Information on 16+ options Use on-line careers resources Information about opportunities to visit other institutions Help with a CV Some of you will have the opportunity to do a week’s work experience A one-to-one careers interview Interview practice

## **Careers Education, Advice and Guidance**

### **What can you expect in Rushcliffe Sixth Form?**

Rushcliffe School is here to help you. Support can be accessed at any time by asking your form tutor, Head of Year or the 16+ mentor.

#### Year 12

On the Bright Days:

- information on 18+ options,
- use careers software including Unifrog,
- have the opportunity to visit a local university
- have an introduction to the UCAS process and begin your application,
- be made aware of opportunities to visit institutions and open days,
- the opportunity to get specialist information about courses such as medicine, law
- information about non-university options at 18+
- information about how to apply for apprenticeships and jobs

You will also have a personalised mentoring programme with either your form tutor, the 16+ mentor or both. You will have access to careers resources in the LRC, in Moodle "Careers Resources" and in the Sixth Form section of Moodle.

You will get progress reviews to inform you of your progress.

You will have the opportunity to do a week's work experience.

You will have opportunities to develop your leadership and employability skills.

#### Year 13

On the Bright Days:

- more specific information on 18+ options,
- help with the UCAS process and your personal statement,
- be made aware of opportunities to visit institutions and open days,
- the opportunity to get specialist information about courses such as medicine, law and Oxbridge
- information about student finance
- information about non-university options at 18+
- information about how to apply for apprenticeships and jobs

You will also have a personalised mentoring programme with either your form tutor, the 16+ mentor or both. You will have access to careers resources in the LRC, in Moodle "Careers Resources" and in the Sixth Form section of Moodle.

You will get progress reviews to inform you of your progress.

You will have opportunities to develop your leadership and employability skills.

**APPENDIX III Management and organization of CEIAG – Current structure**

