



# **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY STATEMENT**

<p>Date signed by Chair of Governors</p> <hr/> <p>October 2019</p>	<p>Date to be reviewed</p> <p>September 2021</p>
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**OULDER HILL COMMUNITY SCHOOL  
AND LANGUAGE COLLEGE**

**CAREERS EDUCATION  
INFORMATION, ADVICE AND GUIDANCE: POLICY STATEMENT  
2019-2022**

**1. AIMS**

The aims of the Careers Education Information Advice and Guidance Department are:

- (a) To motivate the students to plan a career pathway and equip them with the skills to respond to a rapidly changing labour market and a global twenty-first century economy.
- (b) To help the students to be more self-aware.
- (c) To make students aware of appropriate employment, education and training opportunities.
- (d) To enable students to make informed choices about their own continuing education and training in order to follow a career pathway and be able to respond to a rapidly changing labour market.
- (e) To teach students how to manage transitions to new roles and situations.
- (f) To maintain harmonious relationships with Positive Steps and other external agencies who contribute to IAG/CEG at Oulder Hill.

These aims form part of the School's Policy to promote personal and social development and to challenge stereotypical attitudes to education, training and career opportunities. Students are involved from Year Seven through to Year Eleven in a programme which is both continuous and progressive.

Procedures are in place for staff to identify their own development needs and develop their expertise and skills in relation to CEIAG and pathways/progression opportunities relating to their own subject.

CEIAG is not seen as a bolt on approach at Oulder Hill. The PSHCE programmes aim to inform and support pupils through their GCSE options, work experience placements and post-16 provision.

## 2. **PRACTICES**

The following components of the Information, Advice and Guidance/Careers Education and Guidance programme are the means by which the outlined aims are achieved.

### **Quality in Career Standards**

In order to maintain improvement in the quality of the careers education we give to students at Oulder Hill the school is committed to sustaining the criteria for the "Quality Career Standards" (8 Gatsby Bench Marks – See information at the back)

#### **(a) Leadership & Management**

The leadership of CEIAG (including key policies/plans) falls within the remit of a member of the SLT. Relevant staff must understand the aims and objectives of young people's personal development activities and have been involved in their design. There must be coherent links between curriculum areas, for example PSHCE, Citizenship and WRL activities and the wider curriculum and these links are understood by staff.

#### **(b) Design & Delivery- 8 Gatsby bench Marks**

The delivery of CEIAG must be impartial, accurate and current. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. It should include LMI, FE/HE and community and voluntary opportunities. CEIAG services should take account of diversity and equality of opportunity issues and seek to challenge and raise aspirations. The programme must have clear learning outcomes that are understood by young people from the outset. Monitoring and evaluation processes should sample the views of staff; parents/carers; Personal Advisers; and young people, and inform the CEIAG provided.

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#### **(c) Working With Partners**

At Oulder Hill, there agreed established systems for assessment, referral and information sharing that are being used to ensure all our young people receive appropriate support for their needs and aspirations. We have systems are in place for partners to work collaboratively to re-engage students to prevent long term disengagement. CEIAG services are personalised to meet the needs of each individual young people. We work collaboratively with Positive Steps, Colleges, and Training providers, Universities and various early help and school teams within Rochdale Council.

#### **(d) Information & Communication**

All students at Oulder Hill are informed of and have access to current and relevant information and resources in a format suitable to their needs and requirements. This is organised in a way that is easy to identify and locate. They are made aware of the careers information resources at appropriate times, and are reminded of their availability and how to access them. Information resources are regularly audited, including obtaining feedback from users. There is an appropriate budget to enable resources to be updated and replenished each year

#### **(e) Young People**

Oulder Hill students are involved in the design, delivery and evaluation of CEIAG. Young people are involved in individual reviews at key times which consider their: achievements; personal qualities; skills and interests; and continuing development needs. They have clear, reasoned goals and can recognise barriers to achieving them. They take responsibility for managing their own personal development.

#### **(f) Parents & Carers**

Parents and Carers are made aware of the support from the organisation regarding CEIAG services. Parents and Carers receive information in a variety of formats, reflecting their needs and including information about pathways and progression routes for their son/daughter.

Parents and Carers are encouraged and supported to help their child:

- Become more self reliant
- Manage their personal development
- Think about aspirations
- Participate in education, employment and training

### **3. EVALUATION**

Formal and informal reviews of each component of the programme are initiated after delivery. The reviews will involve questionnaires and interviews with individuals, help to inform future practice. Reviews may involve the careers team, form tutors, year managers, SLT, students, parents or outside agencies, as relevant. Regular meetings with the IAG working group and work experience network ensure that provision is up to date with current borough wide policies. CEG/IAG (including destination data) will be discussed annually with Governors.

#### **Partnership Agreement**

An annual review of the school careers provision is undertaken in a formal meeting between the SLT member with responsibility for IAG and the Positive Steps team. The careers provision for the previous year is discussed and any additions or improvements for the coming year are agreed. Regular meetings between careers co-ordinators within schools and local Positive Steps personnel are held approximately every half term.

# Helping schools meet the Gatsby Career Benchmarks

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## A STABLE CAREERS PROGRAMME

- Implement a stable and structured careers programme, with support from senior leadership
- Have a dedicated Careers Leader within school
- Publish careers programme on school website
- Evaluate careers programme with feedback from pupils, parents, teachers and employers

### HOW WE CAN HELP

- ENTHUSE Partnerships provide a two-year tailored programme of support for groups of schools and colleges
- STEM Ambassador volunteers can support schools to bring industry into the classroom and provide employer feedback on your careers programme

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## LEARNING FROM CAREER AND LABOUR MARKET INFORMATION (LMI)

- Ensure that by the age of 16, students have accessed career and labour market information to inform their choices
- Encourage parents to access this information to support their children

### HOW WE CAN HELP

- Free resources on careers and labour market information available from [www.stem.org.uk/stem-careers](http://www.stem.org.uk/stem-careers)
- Regular careers articles in the teeny STEM Learning magazine
- Participate in our Careers in STEM CPO, delivered locally to you

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## ADDRESSING THE NEEDS OF EACH STUDENT

- Challenge stereotypes and seek to raise the aspirations of students
- Give members of the advisory team to each student and provide it with access to their records to support their career development
- Collect accurate data on the education, training or employment destinations of students at least 3 years after they leave school

### HOW WE CAN HELP

- STEM Ambassadors role models can raise aspirations through working with students
- Free resources from [www.stem.org.uk/stem-careers](http://www.stem.org.uk/stem-careers) can help you challenge stereotypes in the STEM classroom

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## LINKING CURRICULUM LEARNING TO CAREERS

- Highlight the relevance of how your curriculum links to careers
- Teach students the importance of STEM subjects for gaining entry to a wide range of careers
- Demonstrate how STEM subjects help people to be more effective in the workplace

### HOW WE CAN HELP

- Free curriculum link of careers resources available from [www.stem.org.uk/stem-careers](http://www.stem.org.uk/stem-careers)
- Free online CPO available on taking the STEM curriculum to careers [www.stem.org.uk/nc712](http://www.stem.org.uk/nc712)
- Bring careers learning into your STEM Clubs, with free STEM Club resources
- STEM Insights provide first hand experience of industry and university to school staff

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## EXPERIENCE OF WORKPLACES

- By age 16, every student should have had at least one experience of a workplace
- By age 18, students should have had an additional workplace experience

### WHAT SUPPORT CAN I GET?

- STEM Ambassadors provide real world context and insight into careers in STEM
- For a STEM Ambassador to be able to facilitate workplace visits

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## ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

- Give students at least one meaningful encounter with an employer, every year
- Develop links with local employers

### WHAT SUPPORT CAN I GET?

- STEM Ambassadors provide a range of activities including careers talks, site visits and workshops
- Free online CPO available to support classroom collaboration with employers [www.stem.org.uk/nc712](http://www.stem.org.uk/nc712)
- ENTHUSE Partnerships develop sustainable links between employers and schools
- The STEM directory highlights STEM workshare activity providers, many with employer links

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## ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

- By age 16, all adults should have encountered the full range of learning opportunities available to them, both academic and vocational
- By age 18, those considering university should have at least two visits to universities to meet staff and students

### WHAT SUPPORT CAN I GET?

- STEM Learning CPO and study visits support schools to better engage with universities and research departments
- STEM Ambassadors can provide first hand perspectives on study opportunities through presentations, workshops and mentoring
- Free resources to support better understanding of STEM study opportunities available from [www.stem.org.uk/stem-careers](http://www.stem.org.uk/stem-careers)

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## PERSONAL GUIDANCE

- By age 16, every student should have at least one guidance interview with a trained careers adviser
- By age 18, students should have the option of a further guidance interview

### WHAT SUPPORT CAN I GET?

- STEM Ambassadors activities can be used to complement STEM related careers guidance by providing employability workshops in writing CV's, job applications and providing interview practice