

The Duston School

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Introduction

This policy has been developed to underpin and support The Duston Schools (TDS) CEIAG Strategic Plan in response to the DfE statutory guidance 'Careers guidance and access for education and training providers' July 2021.

The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which outstanding CEIAG is delivered to all students.

We are committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for students in Year 9 – Year 13 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the Gatsby Benchmark regarding personal guidance.
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Ensure the TDS trust's CEIAG is aligned with the South East Midlands Local Enterprise Partnership (SEMLEP) 'Growing People' skills plan with Careers and Enterprise Company support through focus on employer engagement, relevant labour market information and provision

The policy for CEIAG supports and is itself underpinned by a range of key priorities and best practice, including the eight Gatsby benchmarks which were devised from their international careers survey 2014 as what good, quality, impartial CEIAG should look like.

The eight Gatsby benchmarks are:

<p>Gatsby Benchmark</p> <p>1</p> <p>A stable careers programme</p>	<p>Gatsby Benchmark</p> <p>2</p> <p>Learning from labour market information</p>	<p>Gatsby Benchmark</p> <p>3</p> <p>Addressing every pupil's needs</p>	<p>Gatsby Benchmark</p> <p>4</p> <p>Linking curriculum learning to careers</p>
<p>Gatsby Benchmark</p> <p>5</p> <p>Encounters with employers & employees</p>	<p>Gatsby Benchmark</p> <p>6</p> <p>Experience of workplaces</p>	<p>Gatsby Benchmark</p> <p>7</p> <p>Encounters with further & higher education</p>	<p>Gatsby Benchmark</p> <p>8</p> <p>Personal guidance</p>

The TDS Trust's planned CEIAG provision reflects the CDI Framework for Careers, Employability and Enterprise Education, as well as the National Curriculum programme of study for PSHE.

Rationale

Careers education and guidance programs play a major part in helping young people choose programs that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

The Duston School programme will help our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, embrace diversity and challenge stereotypes. The policy will be guided by the Gatsby benchmarks and conform to statutory requirements.

By working with key stakeholders our aim is for every child and young person to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has been developed.

We are committed to providing a planned programme of high-quality Careers Education, Information, Advice and Guidance (CEIAG) to all students and recognise the important role that careers education / work-related learning plays in:

- preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- empowering young people to plan and manage their own futures
- contributing to strategies for raising achievement, especially by increasing motivation
- raising aspirations and inspiring young people to achieve their full potential
- developing core competencies, such as communication, resilience, team working, problem solving and personal management
- promoting equality, diversity, social mobility and challenging stereotypes

Context

From 01 September 2022, The Education (Careers Guidance in Schools) Act 2022, placed schools under a duty to ensure that all registered pupils in Years 7 -13 have access to independent, accurate and impartial information, advice and guidance. Schools are free to plan for careers guidance which best suit the needs of their students, engaging where appropriate with independent providers. Those schools, such as ours, that have already developed their own arrangements for providing impartial careers advice and guidance may continue to do so as long as they ensure students have access to a source of guidance which is independent and external to the school. This could include website or telephone helpline access and/or face to face support from a specialist provider where needed.

A further addition to the Technical and Further Education Act 2017 states that schools in England “must ensure there is an opportunity for a range of education and training providers to access registered pupils during their secondary education, for the purpose of informing them about approved technical education qualifications or apprenticeships”.

The updated provider access legislation introduced in January 2018, came into force in January 2023. This requires us to set out opportunities for providers of technical education and apprenticeships to access Year 8-13 pupils.

This specifies we must provide at least six encounters for all students:

- Two encounters for pupils during the ‘first key phase’ (Year 8 or 9) that are mandatory for all pupils to attend.
- Two encounters for pupils during the ‘second key phase’ (Year 10 or 11) that are mandatory for all pupils to attend

- Two encounters for pupils during the ‘third key phase’ (Year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend.

We intend to achieve these encounters, by organising one per year. They will be well publicised to parents and carers.

To promote the quality and consistency of provider encounters, the legislation includes a new set of minimum information that the school must ask the provider to give pupils during each encounter.

At the Duston School, a high percentage of Year 11 stay on to begin courses in the Sixth Form. They are joined by a number of pupils from other schools at the start of Year 12; of these in the region of 90% of the cohort go on to tertiary education.

At each point where we deal with ‘leavers’ we strive to ensure that they have access to purposeful advice and guidance, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

Aims & Objectives

Our Vision – “At the Duston School, our vision is to empower students to Dream big, Believe in themselves, and Achieve their full potential. We strive to create a learning environment that fosters innovation, creativity, and critical thinking, where students are inspired to pursue their passions and develop the skills necessary to succeed in their chosen career paths. Through rigorous academic programs, personalised support, and real-world experiences, we aim to equip our students with the knowledge, aspiration and resilience they need to make a positive and respectful impact in their communities and achieve their wildest dreams”.

To this end, TDS’s CEIAG programme covers 6 learning areas:

- Grow throughout life – grow throughout life by learning and reflecting on yourself, your background, and your strengths
- Explore possibilities – explore the full range of possibilities open to you and learn about recruitment processes and the culture of different work places
- Manage career – Manage your career activity, make the most of opportunities and learn from setbacks
- Create opportunities – Create opportunities by being proactive and building positive relationships with others
- Balance life and work – Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community
- See the big picture – see the big picture by paying attention to how the economy, politics and society connect with your own life and career

Careers education forms an integral part of the curriculum at TDS. The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students to promote self-awareness and personal development.

Commitment

The Duston School is committed to providing all students in Years 7-13 with a programme of activities and supporting activity. This will be guided by the Gatsby benchmarks for ensuring best practice. To ensure TDS is delivering the best possible careers guidance we are going to start the process of working towards a ‘Quality in Careers Standard’. This is in accordance with the Government’s recommendation that “all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school’s programme.” And as advocated by the Department for Education in their [‘Careers guidance and inspiration in schools’ policy](#) issued in March 2015.

Aims

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

Objectives

- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To equip students with the necessary decision-making skills to manage those same transitions.
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey. These can include subject specific careers lessons within curricular and extra-curricular time.
- To foster links between the school, local businesses and further/higher education establishments.
- To ensure there is an opportunity for a range of education and training providers to access registered pupils during their secondary education, for the purpose of informing them about approved technical education qualifications or apprenticeships.
- To enable students to experience the world of work and develop transferable skills, for example; independence; resilience; personal learning and thinking skills.
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training.
- To maintain a culture of high aspirations.
- To promote equality of opportunity, embrace diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, such as SEN students or students eligible for pupil premium.

Careers and Employability Programme

The current programme is delivered through a combination of methods; including Character Culture, taught careers education lessons, assemblies, drop down days, presentations, employer visits, independent work experience, seminars, workshops and 1:1 sessions.

Every year group, from years 7 onwards, has at least one industry day for the whole cohort, alongside access to 'industry specific' talks and events.

To enable students to track their progress throughout their time at The Duston School, and have a record of their achievements and goals with regards to careers, we have bought into an online platform 'Unifrog'. Unifrog enables students to:

- Have access to live apprenticeships.
- Complete MOOCs (massive open online courses).
- Access live labour market information against jobs.
- Keep information in their own 'locker' about their careers journey.
- Add their own information about activities they have undertaken and competencies they have achieved against a set of criteria.
- Compare every university course, every apprenticeship, and Further Education courses - then apply successfully.
- Empowers teachers and counselors to manage the progression process effectively.

By the end of Key Stage 3 all students will have:

- A better understanding of the full range of 14 - 19 opportunities for progression.
- A better understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work.
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- Received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for the 14 - 19 phase.

By the end of Key Stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills.
- Used online resources and other sources to investigate and explore future choices and progression routes.
- Experienced the world of work through visiting a local employer.
- Been given direct access to employers, colleges, training providers and universities.
- Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.
- Been offered a 1:1 career interview with an external Careers Adviser during key stage 4.

By the end of Stage 5 all students will have:

- Enhanced their self-knowledge, career management and employability skills.
- Used ICT software and other sources to investigate and explore future choices and progression routes.
- Received guidance on the UCAS application procedure and degree apprenticeship recruitment processes.
- Been given direct access to employers and universities.
- Been given guidance to help identify a range of Post-18 options.
- Been provided with the resources to develop their CVs, personal statements, and interview preparation.

Learning Outcomes

Students should be able to:

- Assess their achievements, qualities and skills.
- Present this information as appropriate.
- Use this information for personal development.
- Set career and learning targets.
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work.
- Recognise the value and impact their activities at school can have on their future.

Staff Development and CPD

Staff training needs for planning and delivering the CEIAG programme are identified through staff appraisal and activities planned to meet them. The Careers Leader regularly attends careers meetings and networking events as well as industry specific events in order to ensure they are up to date with all industry and labour market information.

All staff have a part to play in the implementation of this policy through their role as tutors and as subject specialists. Careers information and resources are located in sixth form and the library, which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Leader. College and University prospectuses are current and

visual displays on the notice boards are kept current.

Throughout KS3, 4 and 5, independent learning providers and our local college's, will be invited to attend The Duston School, in order to have the opportunity to speak to students/parents/carers/staff. If the organisation cannot attend, then representation will be visible at events in order to advertise local opportunities.

Monitoring, Review and Evaluation

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of pupil responses to provision. This policy will be reviewed annually as part of the whole-school self-assessment process and will be reviewed by the Governors. Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader, via the school website. Student voice activities are conducted with students from various year groups at least once a year. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes.

Recording, Assessment and Reporting

Students' progress is monitored via their Unifrog profile, and remains with them for their entire duration at The Duston School. The work is individual and personal to the student and is a log of activities completed and employability skills gained - these skills are not graded.

Entitlement

Every student at The Duston School is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at the school. They are given support to whichever route they choose, whether this occurs at the end of KS4 or the end of KS5.

They will come into contact with Careers, Employability and Enterprise in the following ways:

- Through a variety of year group assemblies.
- Through their Character Culture lessons, which run for a term, half an hour per week, each academic year.
- Parents/carers are welcome to speak to their child's form tutor, Head of Year, a member of the sixth form team, SENCO or the careers leader if they have any questions or concerns about their child's progress and their child's participation in careers events.
- Students, parents/carers are entitled to have access to information about the options processes - provided via letter, on the school website and on information evenings.
- Each KS4 student will have at least one individual careers interview with an independent, qualified careers practitioner by the end of KS4.
- Each KS5 student receives at least one interview with a qualified careers advisor, in addition to at least one with a member of the sixth form team during their time in sixth form.
- All students can self-refer for a career's appointment, with a qualified advisor, via email to jlal@the Duston School.com

Partnerships and Business Links

The CEIAG programme is greatly enhanced through links with several partners who ensure the students' learning is up to date and relevant. We strive constantly to expand and improve links with employers and other local groups. Parental involvement is encouraged at all stages. The Duston School recognises that parents/carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us; for example, in Year 9 with KS4 options decisions, Year 11 with 16+ choices and Years 12 and 13 with UCAS and other applications. Parents also have the opportunity to speak to the Careers Leader by phone or by appointment. We also have a dedicated section for parents on our school website on Careers. TDS has relationships with a wide range of business from different industries; these relationships are used to ensure CEIAG is relevant and where possible delivered by those in industry. These relationships are reviewed annually and new partnerships are constantly being sought. We are also members of Northampton Chamber of Commerce as well as working with All Things Business.

Links with the Local Authority:

The Local Authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Education and Skills Act 2008 placed two new duties on local authorities from June 2013 for 16-18 year olds in relation to the raising of the participation age:

- To promote the effective participation in education and training of young people covered by the duty to participate.
- To have in place arrangements to identify those who are not participating.

The Duston School will work with the Local Authority, including sharing information, to support the above. In particular, in accordance with Section 13 of the above Act, the School will notify the Local Authority whenever a 16 or 17-year-old leaves an education or training programme before completion.

Links with the Governing Body:

All changes to the Careers policy are approved by the school Governing Body and they are regularly informed about the progress of the careers programme via visits to the school and reports/presentations delivered by the careers leader.

Management of provider access requests

Procedure

A provider wishing to request access should contact the Careers Leader Diane Fisher via email dfisher@thedustonschool.org

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. The Careers section of the school website is regularly updated with events the school is running. The Duston School invites local providers to options evenings yearly and offers them the opportunity to leave course information if they cannot send representation.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting room available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers section of our Library, which is managed by our independent career's advisor. The Careers section of our Library is available to all students at lunch and break times.

Date of Next Review: March 2025

