



Sackville School Careers Education, Information, Advice and Guidance (CEIAG) and Work Related Learning Policy

Reviewed by: Paul Street / Helen Smith

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Next Review Date: October 2025

Executive Summary

p1 New introduction covering latest statutory guidance

p2 Aims added

p3 Gatsby Benchmarks added

p4 Staffing amendments and Partnerships updated

p5 Staff Development and Raised Participation Age added

Careers Education, Information, Advice and Guidance (CEIAG) and Work Related Learning

Introduction

This policy statement sets out Sackville School and Sixth Forms arrangements for providing students with careers education, information, advice and guidance (CEIAG). A young person's career is defined by the progress they make in learning and work. All our young people will benefit from a programme of activities that will help them to choose the 11-19 pathways that are right for them, to be able to manage their own careers and to aspire to lifelong career wellbeing and happiness.

Publication of this policy complies with, and contributes towards, the School's statutory duties and recommendations under:

- Section 42A, 42B, 45 AND 45a of the Education ACT 1997
- Section 72 of the Education and Skills Act 2008
- Statutory guidance on careers guidance in schools updated by the Department for Education in July 2021

Commitment

Sackville School is committed to providing a planned programme of impartial careers education, information, advice and guidance (CEIAG) and Work Related Learning (WRL) for all students in Year 7-13, in partnership with outside organisations and professionals.

Sackville School is committed to following the Department of Education's Careers Strategy, published in 2017 and its accompanying statutory guidance for schools and guidance for sixth form colleges. Sackville is also guided by the Equalities Duties as they apply to CEIAG/WRL (Equality Act 2010). We will also be guided by relevant initiatives and advice for the Department of Education and other authorities that appear from time to time.

Links with other policies?

The policy for CEIAG/WRL & WRL supports and is itself underpinned by the school's annual development plan and a range of key policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE Education, enterprise, financial capability, equal opportunities and diversity, gifted and talented, looked after children and special needs/LDD.

Aims

- To enable all students to develop the self knowledge and skills that they need to take charge of their personal and career development.
- To be an integral part of the subject curriculum.

- To contribute to wider school action to raise aspirations, improve motivation, develop key employability skills and illustrate the relevance of subject studies in future life.
- To promote equal opportunities and to challenge stereotypical thinking and attitudes
- To help students overcome any overt and hidden barriers to progress that they may encounter.
- To enable students to understand that a career is a personal journey that includes learning, work and career breaks (both planned and unplanned), and that all career decisions involve making choices about learning and lifestyles.
- To ensure that students (and their parents/carers) receive independent and appropriate information and guidance, especially at key decision and transition points.
- To enable all students to make informed choices about their next steps for education and the world of work, reaching their full potential.

We will achieve this by delivering a planned and stable careers programme as set out by the Gatsby Benchmarks

Gatsby Benchmarks of Good Careers Guidance

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Statutory Requirements

As per statutory guidance and guidance published by the DEpartment for Education in July 2021, the school has a duty to:

- Act impartially and in the best interests of the student; this includes
 - Avoiding bias towards any particular education provider, study pathway, or work option and the promotion of higher education study as a better or more favourable route than others.
 - Informing students when evidence suggests that a course they are considering may lead to poor career outcomes
- Ensure students have access to a wide range of up-to-date guidance and reference materials relating to careers education and career opportunities.

- Provide students with independent carers guidance, using the Gatsby Benchmarks of good careers guidance as a framework.
- Make sure students are aware of the raising participation age requirements and what it means for them, including options available to them.
- Publish a policy statement on provider access
- Ensure that there are opportunities for providers to access year 7-13 students for the purpose of informing them to the full range of education and training options available (including technical and apprenticeship pathways)
- Provide information to local authorities in order for them to deliver their relevant duties including notifying them whenever a 16 or 17 year old leaves education or training programme before completion.

The governing body plays an important role in ensuring that the school meets these statutory duties alongside the publication of an up to date CEIAG policy on the school website.

Students' needs

The careers programme is designed to meet the needs of students at Sackville. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Student Entitlement

Sackville School and Sixth Form supports all students with exploring, planning, and achieving their career aspirations and goals.

All pupils are entitled to CEIAG that meets professional and ethical standards of practice and which is person-centred, impartial and confidential. Sackville's CEIAG/WRL programme is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme should raise aspirations and broaden horizons, challenge stereotyping and promote equality and diversity.

Staffing

The Headteacher and Governors have overall responsibility for CEIAG/WRL provision. The Deputy Headteacher, Mr Paul Street, (Student Provision) is a senior leader at Sackville who oversees the work of the Futures Leader, Mrs Helen Smith.

The delivery of a high-quality careers programme that meets the needs of all students is dependent on a whole-school approach. All staff contribute to CEIAG/WRL through their roles as tutors and subject teachers. Specialist sessions are delivered by the personal development/PSHE Education team. The CEIAG/WRL programme is planned, monitored and evaluated by the Futures Leader.

Partnerships

Links with businesses and other organisations including colleges & universities have been established and they form a foundation for careers events such as the Meet The Professionals evening and other careers events. The designated careers lead works with external partners including West Sussex County Council.

Staff Development

Staff training needs are identified as part of the annual evaluation process of the school's careers programme. The school will endeavour to meet training needs within a reasonable period of time.

The designated Futures Leader has just achieved the OCR Level 6 Diploma in Careers Guidance and Development which has increased their expertise and increases the availability of appropriately qualified CEIAG within the school.

Resources

Funding of the schools careers programme is allocated during annual budget planning processes and is considered within the context of whole school priorities. The designated careers lead is responsible for the effective deployment of allocated resources.

Careers information is available for students, parents, teachers and employers to access via the career sections of the school website, unifrog and Learning Resource Centre.

Raised Participation Age

In line with statutory guidance published by the Department for Education in July 2021, the school makes sure that students are aware of the raising participation age requirements and what it means for them, including options available.

Monitoring and Evaluation Arrangements

The schools strategy for the monitoring and evaluation of its careers programme is led by the Futures Leader and monitored by the member of SLT and link governor responsible for the careers programme.

This policy will be reviewed by the Futures Leader every two years or at an earlier date in the event of relevant statutory updates. At every review, the policy will be approved by the Governing Body.