



Cabot
Learning
Federation



Careers Education Information Advice & Guidance

Date Approved: October 2022

Approved By: Full Governing Body - 19 October 2022

Review Frequency: Two Years

Date of Next Review: October 2024

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1 Statutory Duty

Every school will be expected to publish details of their careers programme for young people and their parents. Tewkesbury School has this information published on the school's website.

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds).

Independent careers guidance must be :

- Presented in an impartial manner
- Include information on the range of education or training options, including apprenticeships and other vocational pathways
- Guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

2 Rationale

Careers Education and Information, Advice and Guidance (CEIAG) makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood by:

- Supporting young people to plan and manage their own futures
- Providing comprehensive information on all options
- Raising aspirations
- Promoting equality, diversity, social mobility and challenging stereotypes
- Enabling young people to sustain employment and achieve personal and economic well-being throughout their lives

All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives.

3 Commitment

Tewkesbury School is committed to providing all students in years 7-13 with a planned programme of activities. The programme is delivered through a combination of methods, including the discrete Personal, Social, Health and Education (PSHE) programme, Year assemblies, presentations from external speakers the 'Futures' programme in the Sixth Form, employer visits, work experience in the Sixth Form, workshops and 1:1 sessions with a careers specialist. Additionally, a number of special events are held such as Careers Days, STEM activities, UCAS presentations, Young Enterprise, Employability Days and Mock Interviews with invited local employers and governors, Careers and Apprenticeship Fairs

4 Aims

To provide high quality, impartial careers guidance which helps students to make informed choices about their futures and help them to choose courses which meet their needs and aspirations.

To ensure students are suitably prepared for the next stage of their education, employment, self-employment or training.

5 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 Careers Library paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey
- To foster links between the school, local businesses, the Local Enterprise Partnership, and further/higher education establishments
- To enable students to experience the world of work and develop transferable skills
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training.

6 Implementation

The Deputy Headteacher has strategic responsibility for the management of CEIAG and the oversight of the Careers Coordinator who coordinates the day-to-day delivery of the CEIAG programme.

The DHT and Careers Coordinator will review this policy biennially and evaluate the provision with all stakeholders including young people and feedback from stakeholders, taking into account the destinations of pupils and the appropriateness of progression routes.

All staff are expected to contribute to CEIAG through their roles as tutors, subject teachers and support staff. Careers Education lessons in Years 7 8 & 9 are delivered within the PSHE programme. The CEIAG programme is evaluated annually by the Deputy Headteacher, who will be asked to report to the Governing Body. Impartial and accurate IAG at transition points, such as the Year 9 Options process, is the responsibility of all teaching and support staff. One-to-one guidance is given to all students and the impartial careers adviser is available for students and parents. The needs of disadvantaged and other targeted students are prioritised in relation to individual IAG interviews as well as support to secure suitable work experience placements. Careers information is available in the Careers Library which is overseen by the school librarian. There are additional transition meetings between the Careers Adviser, Deputy Head and post-16 providers to discuss SEND and safeguarding requirements of our most vulnerable students. Identified SEND students will also have the opportunity for 1:1 meetings with a specialist careers advisor from GCC in year 11 to ensure their very specific needs are considered in the support given.

7 Curriculum

The CEIAG programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities (using software) and work-related learning (including one weeks' work experience in Year 12).

Business links are extensive and local apprenticeships are beginning to grow. Business lunches are held at the School and the neighbouring special school. There are strong links with engineering

particularly given the number of such businesses in the locality and the strength of the subject at the school. Mock interviews take place in Key Stage 4 and Key Stage 5 where students have the opportunity to construct application letters and CVs before meeting with a local professional for a formal interview and feedback.

8 Pupil Outcomes

Pupils at Tewkesbury School are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help them to recognise and develop their skills and abilities, know what opportunities are available in the world of work and to make plans to help them achieve their education and career goals.

Our aim is to follow the [Gatsby Benchmarking](#) in full to ensure that every student's experiences meet the eight expectation points during their career at the school.

Pupil interactions and outcomes are recorded on the Unifrog Platform. An annual GROWS return details data relating to uptake of interactions and student opinion.

9 Policy Links:

[1 Statutory Policies](#)

- Provider Access Policy



1 A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2 LEARNING FROM CAREERS AND LABOUR MARKET INFORMATION	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3 ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed 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 career 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 workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their 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 schools, colleges, universities and in the workplace.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.