



Mount Tamar
Aspire – Adventure – Achieve

Careers education, information, advice and guidance (CEIAG) policy

Version Control

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| Document Name | Meeting Submitted | Summary of Changes | Date for next Review |
|---------------|-------------------|--|----------------------|
| CEIAG policy | SLT April 2021 | Changes to existing policy due to staffing changes, inclusion of new procedures etc. | September 2022 |
| CEIAG policy | SLT April 2022 | Early review to include curriculum and staffing changes | September 2023 |

Rationale

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer students at Mount Tamar School to prepare them for adulthood.

CEIAG gives young people the knowledge and skills to help them to choose pathways at 14 and 16 that are appropriate for their needs, and to help them to manage their careers and sustain employability throughout their lives. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As the labour market for young people becomes more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future.

The careers provision at Mount Tamar fulfils the statutory requirements of Section 42A of the Education Act 1977, which requires governing bodies to ensure that all young people are provided with independent careers guidance from Year 8. It also follows the new statutory career guidelines published by the Department for Education, 'Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff', published January 2018; this guidance forming part of the new government career strategy, 'Careers strategy: making the most of everyone's skills and talents'.

The governing body aims to ensure that the independent careers guidance provided:

- Is impartial, showing no bias or favouritism towards a particular institution, education or work option
- Includes information on the range of education or training options, including apprenticeships and technical education routes
- Is guidance that is in the best interests of the young people to whom it is given

Aims and objectives

CEIAG provision at Mount Tamar aims to:

- Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their time at Mount Tamar
- Enable students to explore the world of work with information about different labour markets
- Develop information finding skills and use a variety of sources of careers information, including ICT
- Support our young people to make informed decisions about their future career pathways
- Ensure students' readiness to take their next step in their learning or career
- Facilitate meaningful encounters with employers for all students
- Support positive transitions post-16
- Enable students to develop the research skills to find out about opportunities
- Encourage participation in continued learning, including further and higher education and apprenticeships
- Support inclusion, challenging stereotyping and promoting equality of opportunity
- Contribute to strategies for raising achievement, particularly by increasing motivation
- To recognise stereotyped and misinterpreted images of people, careers and work and how their own views of these issues affect their decision making

Student entitlement

Mount Tamar is committed to careers provision which meets professional standards of practice and which is person-centered, impartial and confidential. CEIAG is delivered through a partnership with young people and their parents or carers; the programme is designed to raise aspirations, challenge stereotyping and promote equality and diversity.

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

Mount Tamar is committed to preparing our students for adulthood and raising aspirations so that each young person can fulfil their potential. In addition to a range of yearly, bespoke experiences, all students can expect:

- The support they need to make the right option choices for Key Stage 4 and post-16
- Access up-to-date and unbiased information on their future learning and training, career opportunities and labour market information
- Support to develop the self awareness and career management skills needed to be successful in their chosen career

As part of the PSHE curriculum students develop a range of skills vital to prepare them for adulthood. This works in conjunction with specific career based lessons delivered to students in Year 9 and Key Stage 4. Students from Key Stage 2 onwards have at least one CEIAG experience per term, as well as opportunities to explore a range of careers in tutor group sessions and curriculum collapse days.

These CEIAG experiences include:

- Meaningful encounters with representatives from the world of work each term through experiences including work placements, careers fairs, assemblies, career discussions, projects and visits
- Informative discussion with a range of education and training providers including colleges, universities and apprenticeship organisations; this can include visits and taster days, as well as assemblies, talks and meetings at school
- The opportunity to relate what they learn in the curriculum to their life and career beyond school
- The opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- Access to one-to-one guidance with a trained, impartial careers advisor
- Parental and carer involvement in the CEIAG process to support student's career planning and decision making
- Regular Skills Builder sessions to support their preparation for adulthood delivered by the Careers Lead
- Financial education as part of the PSHE curriculum
- National Careers Week

- Support to develop their interview skills and a suitable personal statement as part of the PSHE curriculum
- Recognition of their achievements using the Digital Badges scheme
- Opportunities to talk through their career and educational choices with staff including tutors and the careers team
- Keeping parents/carers informed of their progress and providing parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, and will be invited by prior arrangement.
- Being asked their views about the service they have received to ensure that the service continues to meet the needs of the students

Parental involvement

Young people do not make career decisions in isolation and parents and carers have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents and carers are invited into school throughout the academic year to discuss their child's progress. In readiness for these events, students' career aspirations are collected by tutors to allow discussions around progress relating to their next steps, academic progress and in Key Stage 4 their career planning. Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

In addition, Options Evening plays an important role to inform all those involved about each individual student's preparation for adulthood. Parents and carers are kept up to date with career-related events and activities affecting their child via letters and texts home, the school website and social media. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents and carers are welcome to attend careers meetings by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the careers team at school, should they have any questions or concerns.

Key Stage 4 key activities:

Activities such as work experience and mock interviews, lessons which include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options are supplemented with after-school support sessions with PC access.

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

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one placement in a suitable workplace
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form or college setting
- Learn about the different Post-16 pathways
- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition

Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Key Stage 4 students are most likely to access the service. Students are identified for careers meetings based on need and through self-referral.

Students are also seen in small groups to discuss and explore the different progression routes where the careers adviser can identify students who might need further support. The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need. For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents and carers, support from other agencies and ongoing contact as the student transitions to post-16 provision.

External providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes tutors and SLT. The Careers Lead plays a key role in supporting and administering career-related activities and events.

Staff Development

Tutors are introduced to the concepts, aims and provision for CEIAG at Mount Tamar during INSET days. This staff development is further enhanced at Team meetings.

The Careers Lead attends conferences and network meetings to keep up to date with best practice and legislation.

Our Careers Lead will complete the CDI Careers Leader Level 6 certificate qualification as well as the Level 6 Diploma in Careers Advice and Guidance.

Mount Tamar operates using the eight principles of the Gatsby Benchmark to ensure that our CEIAG provision is effective for our young people:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
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

As a school we are constantly reviewing our practice against these benchmarks. We are currently working towards these benchmarks and will in the course of time apply for recognition.

Employer links

Links with employers, businesses and other external agencies continue to grow through the Mount Tamar Network; by building on local community connections; as well as through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company).

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team works on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and the safeguarding team to support students who may be facing other challenges. Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Mount Tamar School, while non-traditional routes are supported and encouraged. The destinations of school-leavers are monitored and trends identified.

Monitoring, evaluation and review

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft

outcomes for students. The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, World of Work week activities, mock interviews etc
- Gathering informal feedback from external partners and from parents
- Quality assurance of careers lessons as part of the tutor time programme
- Student destination figures post-16 and post-18. Mount Tamar is committed to achieving the Quality in Careers Standard, a dedicated quality award for careers programmes

The Careers Team are beginning the process of working towards The Eight Gatsby Benchmarks to ensure effective provision in this area.

References

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework

www.thecdi.net/New-Careers-Framework-2015

This policy was formally approved by the Governing Body on:

This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded