



SIR THOMAS RICH'S

Careers Education, Information, Advice and Guidance and Work Related Learning Policy

This policy was drawn up in accordance with the DfE statutory guidance: Careers Guidance and access for education and training providers, January 2018, the DfE non-statutory advice for governing bodies, school leaders and school staff, December 2017, and the Inspiration Vision Statement, September 2013.

Date reviewed: June 2018

Status: Statutory

Responsibility: The School's Senior Management Team (SMT) draws up and implements the Careers Advice and Guidance (CEIAG) and Work Related Learning policy. It is the responsibility of the nominated lead governor in conjunction with the nominated school lead for CEIAG to review the policy and monitor its implementation and execution.

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1. Introduction

The School has a duty to provide a range of opportunities, including independent and impartial careers guidance, which will inform, inspire and motivate our pupils, preparing them for work and helping them to understand where different education and training choices could take them in the future. The School recognises that effective CEIAG can contribute to informed choices about learning and employment and raise attainment and engagement. The policy also sets out the School's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the School's legal obligations under Section 42B of the Education Act 1997.

2. Aims

The School aims to meet pupils' individual needs to prepare them for the next stage of education, training or employment through a clear framework linked to the best possible outcomes on leaving school. This includes:

- raising engagement and attainment through a learning environment which allows and encourages pupils to tackle real life challenges, manage risk, develop decision making, team building and problem solving skills;
- securing independent and impartial careers advice and guidance;
- ensuring all pupils have access to CEIAG through the school curriculum and through the pastoral system;
- offering CEIAG which focuses on pupils' individual needs and empowering them to plan and manage their own future;
- extending the provision of CEIAG beyond the school curriculum and making pupils aware of out of school activities which could help them with their career aspirations;
- actively promoting equality and challenging gender stereotypes;

- initiating and sustaining partnerships with local employers, alumni, parents and other education and training providers.

3. Approaches to CEIAG

In order to provide effective, independent and impartial CEIAG within the curriculum and beyond it, the School will offer a wide range of opportunities. This will normally include:

- pupil interviews, e.g. through the pastoral system in Key Stages 3, 4 and 5, in which career aspirations are discussed and guidance and support is provided;
- one-to-one careers interview with a member of the Careers department for all members of Year 11 and Year 12
- a programme of assemblies in Key Stages 3, 4 and 5 which focus on preparation for the next stage in education, training or employment;
- information on technical education qualifications and apprenticeship opportunities, as part of the careers programme which provides information on the full range of education and training options available at each transition point;
- information to help understand how to make applications for the full range of academic and technical courses;
- options' evenings to offer advice to parents and pupils in Year 9 and Year 11, alongside subject-specific presentations to groups of pupils;
- bespoke support and guidance for competitive courses (Oxbridge, Medicine, Veterinary Science, and Dentistry applicants) and aspiring applicants; those considering a university application, apprenticeship, direct employment or a gap year;
- workshops and presentations led by local employers and other professionals including parents and alumni from a wide range of employment sectors;
- CEIAG as part of the school curriculum from Year 8 onwards;
- opportunities to develop problem solving and decision making skills, tackle real life challenges, work as a team, manage risk and develop entrepreneurial skills within the curriculum e.g. in lessons; through a suspended curriculum e.g. Year 9 Enterprise Day, Year 10 Interview Skills Day; and beyond the curriculum, e.g. Young Enterprise, The Duke of Edinburgh's Award Scheme, sports, drama;
- specific links to CEIAG on the School's VLE (SharePoint);
- access to CEIAG through the Learning Resource Centre;
- displays in classrooms and corridors.

Further information regarding the programme of careers events can be found on the School website.

4. Work experience

- All members of Year 11 complete a week of work experience. Pupils are supported when choosing and contacting potential work experience placements. All pupils document their experience and reflect on how the experience has helped with their future career plans.
- In the Sixth Form pupils in Year 12 also complete work experience alongside additional work experience opportunities. This is encouraged through assemblies, notices, and one-to-one careers interviews. A record of all work experience is kept by the Head of Careers. On completing work experience pupils are asked to review their experience.
- The Head of Careers also keeps a record of those pupils in part-time work.

5. Management

CEIAG is led by the Head of Careers and a nominated member of SMT (Head of Upper School) who are responsible for:

- the strategic leadership and operational management of CEIAG;
- activities relating to CEIAG in each Key Stage;
- the monitoring and evaluation of CEIAG.

A CEIAG action plan is produced each year and incorporated into the School Improvement Plan, where appropriate.

6. Monitoring and Evaluation

The SMT, alongside a link governor, oversee the provision of CEIAG in the School.

A variety of methods are used to monitor and evaluate its effectiveness, including:

- destination measures data provided by the DfE;
- the School's pupil destinations data;
- formal and informal feedback from pupils, parents and staff, e.g. the CEIAG working group.

The impact of CEIAG on the attainment and aspirations of different groups of pupils, e.g. pupils in receipt of the Pupil Premium, pupils with SEN D, pupils identified as Gifted and Talented is also monitored and evaluated during the school year by the relevant lead teacher.

The full governing body receives an annual audit of CEIAG, including any key initiatives. The audit is based on the framework offered by the National Foundation for Education Research.

7. Provider Access

A number of events, integrated into the School careers programme will enable providers to have access to students considering their educational options. Requests for access from providers should be made directly to the Head of Careers (Mrs Manning, jam@strs.org.uk), the Head of Careers contact details can also be found on the school website. The Head of Careers will help to determine the suitability and appropriateness of a provider request. Each individual request will be considered carefully often after consultation with the school's Senior Management Team. It will normally be the case that information evenings and parents consultation events will be used to ensure that there is access to parents and not inappropriate disruption to the school day. When a request from a provider is granted the Head of Careers will help to determine the most suitable date and time for the visit, along with the most appropriate venue as well as any facility requests.