



# The Royal School

*Wolverhampton*

## Careers Policy

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Signed	
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## **Careers Education, Information, Advice and Guidance (CEIAG) Policy 2018-2019**

This policy should be read in conjunction with the following policies:

- PSHE Policy
- Equality Policy
- Home School Agreement
- GDPR Privacy Policy

Designated Governor for CEIAG: To be discussed

SLT member: Mr C Howells

Other key staff: Mark Heywood (Principal), Erika Kendall (Independent careers advisor), Mrs C Attwood PSHE Coordinator, Mrs S Afifi (SENCO).

### **Aims of this policy:**

- To outline The Royal School's commitment to CEIAG – we are currently refining our careers programme, to raise the profile and effectiveness of our provision.
- Identify student entitlement- all students from Year 7 – Year 13 are provided with an accessible career education, which enables them to make informed decisions in relation to the pathways that are suitable and available to them.
- The Royal School's commitment to ensuring that external education and training providers have access to our students. Students in all year groups will be provided encounters with external education and training providers in line with the ' Baker Clause'. Any education, training providers and employers wishing to visit the school should contact the careers leader. Once all safeguarding and DBS checks are performed, external visitors are welcome to talk to the students at the Royal Wolverhampton school. This could be in the form of an assembly, careers fair or a futures event. With external visitors having access to the chapel, theatre, classrooms or any other suitable space for their event.
- The school's Career Programme will raise aspirations, challenge stereotypes, celebrate diversity and promote equality of opportunity. This will ensure that we are meeting the needs of our diverse school community.

### **Introduction**

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, The Royal School Wolverhampton seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The school has a commitment to:

- Providing a planned programme of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their careers

- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (October 2018); as well as guidelines from Ofsted, the Career Development Institute and Gatsby benchmark for good career guidance.

## **Entitlement**

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

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

The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages.
- Ensure that, wherever possible, all young people leave the school with employment, further education or training.

CEIAG at The Royal School, Wolverhampton aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework. Assessment

## **Year 7**

Students will identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.

Students are introduced to careers resources and informed how to use them.

Students have optional access to independent and impartial advisers via drop in sessions.

By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.

Students will begin to think about GCSE option in terms of career pathways and plan future within school.

## Year 8

Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.

Students introduced to the world of work and how it is constantly changing.

Students introduced to other careers software and websites available in school.

Students encouraged to think about what they might like to achieve after school.

Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Students will have been provided with the information required, for them to make informed decisions and select the correct GCSE options to meet their desired destinations.

## Year 9

Students encouraged to reassess personal strengths with a focus on transferable skills.

What is important in a career? Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.

Students encouraged to challenge stereotypes within the world of work and traditional job roles. What is a CV, what is a cover letter and why do people applying for jobs need them?

Students have access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

## Year 10

Students explore in depth the range of pathways available develop their employability and interview techniques.

Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.

Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.

Students begin CV and cover letter writing.

Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Specific mock interviews for those with a particular career path in mind also available.

Students complete work experience and record progress in Work Experience Log.

## Year 11

Students are helped with post 16 choices and encouraged to consider all their options including further study in sixth form, college, technical vocational routes, apprenticeships and Higher Education.

Interview techniques further developed.

Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.

Students are encouraged to think about the kind of behaviour potential employers look for.

Students are encouraged to attend careers talks, fairs, college and university open days and taster days with employers and training providers.

Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter.

Students are kept up to date with post 16 deadlines.

Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

## Year 12 & 13

Students are given specific help with preparing UCAS/applying for apprenticeships.

Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.

Students should start to understand how world of work is changing and how it might affect individuals.

Students learn how to manage a career in terms of progression, budgeting and planning for the future.

Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.

Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.

Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

### **Implementation: Management**

The responsibility of the Assistant Principal for transitions, careers and guidance is to plan, coordinate and evaluate the careers programme. They also coordinate work experience for Y10 pupils. Subject leaders, Heads of House, PSHE coordinator and Form Tutors are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in applied subjects across the school.

### **Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PSHE team at Key Stage 3, 4 and 5, delivers specialist sessions. Heads of House and the PSHE coordinator liaise with the Assistant Principal to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisor. Careers information is available in the Careers office and on the schools website.

All school staff link their curriculum areas to the careers education programme, ensuring that students are aware of how each subject links to the world of work and the careers that are available through studying each specialism. Members of staff work with students to help them identify the pathways which, may interest them and provide guidance. Staff will identify the importance of STEM subjects and how they link into the wider world of work, providing engagement with linked careers.

### **Implementation: The CEIAG Programme**

The careers programme includes careers education sessions, careers lessons (within the school's PSHE programme), career guidance activities (group work and individual interviews), information and research activities, employability learning (including 1 week of work experience in key stages 4 and an optional week in key stage 5). Other focused events, e.g. a higher education fair, apprenticeship fair and UCAS convention are available in key stage 5. In key stage 4 pupils will have an opportunity to take part in an apprenticeship and alternative education convention.

Throughout the school year there will be opportunities for pupils to experience employment encounters through employer led assemblies, drop in lunch meetings, careers fair and future steps events. The careers fair and future steps event will allow pupils to discuss alternative education provision as well.

All students in year 7 will receive independent careers advice as part of a small group. All students from year 8 to 13 will receive at least one careers interview with the Careers Advisor. The Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance.

The Careers Advisor also provides an important contribution to the planning, design and delivery of all aspects of our careers education, including careers fair and future steps event, allowing for current labour market intelligence to inform these processes. Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are identified and have additional

meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of House and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

### **School Improvement Plan**

The CEIAG is linked to the following SIP IAG priorities:

- Systems are in place to ensure all students are supported to access positive destinations at 16 and 18
- Students choices inform provision at Post 16
- The PSHE programme for each year group 11 – 18 contributes positively to IAG
- All students are supported to gain positive destinations at 16 and 18
- The school's work in IAG is recognised externally
- All students gain positive destinations at 16 and 18

### **Careers Library**

Careers resources can be found in the CEIAG Hub, ([link to school website](#)). All resources are regularly maintained and updated, these resources are available to be accessed at any time.

### **Work Experience**

Students in Year 10 participate in work experience for the duration of a week to experience the world of work. Students are provided with the necessary support and guidance to prepare for this, engagement with employers and employees enhancing their employability skills.

Students in Year 12 are also encouraged to participate in a further work experience placement, to continue to build on their employability skills.

### **Send students**

SEND students receive specialist support from the school SENCO, support staff and Connexions, as well as our pastoral team. This support is in addition to the careers programme provided whole school. Students requiring further support, are provided with further guidance to ensure that suitable destinations are identified.

### **Pupil Premium**

Pupil Premium students are provided with the same opportunities within the careers programme, we ensure that financial barriers do not impact on student participation. Extensive tracking is carried out of PP and non PP students to measure the impact and identify any gaps that need to be addressed.

### **Parents**

Parents are encouraged to access labour market information and post 16/18 pathway options in order to support their child in making their decisions.

## **Record Keeping**

The school will retain data on student participation in enterprise and career education, together with IAG received. These records are accessible to the student and support the student's career development.

## **External Partnerships**

Firm links have been established with the Business and Enterprise Company and a range of employers, particularly through the provision of work placements within applied courses; some KS4 and many KS5 pupils undertake work placements, integral to their courses. Employers visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors. Any education, training providers and employers wishing to visit the school should contact the careers leader. Once all safeguarding and DBS checks are performed, external visitors are welcome to talk to the students at The Royal School. This could be in the form of an assembly, careers fair or a futures event. With external visitors having access to the chapel, theatre, classrooms or any other suitable space for their event.

There have been recent developments with employers offering apprenticeships and information is shared with pupils about available apprenticeships via external speakers and the Careers Advisor. In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Strong links also exist with Universities and Further Education colleges, who often come into school to speak with pupils. Any provider wishing to request access should contact the Careers Leader in the first instance. Our Aspirations Days towards the end of the summer term are the perfect opportunity for education providers to speak to relevant pupils.

## **Resources**

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Assistant Principal with oversight of CEIAG is responsible for the effective deployment of resources.

## **Monitoring, review, evaluation and development of CEG.**

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader.

- Lesson and tutor observations within PSHE/ SMSC lessons as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent council groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.



## Appendix 1

### Employability Learning and Careers Education, Information and Guidance Statement of Entitlement

As a pupil at The Royal School you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

#### At all Key Stages you can expect ...

- access to a planned programme relevant to your year group
- access to a qualified impartial and independent careers adviser for personalised advice and guidance
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to take part in activities which challenge stereotyping and raise your aspirations
- to develop skills and qualities to improve your employability
- to develop enterprise skills
- to be well prepared for different transitions
- help to develop financial capability skills
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice Also, not to have limitations imposed on your aspirations based upon your social, economic or ethnic background.

#### ALL STUDENTS WILL:

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access careers resources via the School Website.
- Receive careers information and on-going support from staff such as your Tutor.
- Take part in the Year 8 Choices event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance advisor.

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through tutor time and employer encounters.
- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Devise an action plan towards your career goals
- Have taken part in an enterprise activity
- Have listened to talks on different careers
- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have developed financial capability skills
- Have produced and reviewed a Curriculum Vitae
- Have written a formal letter, e.g. covering letter
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- Develop presentation and interview skills
- Be able to access careers information and resources via the Library and the Careers Departmental Website
- Be offered the opportunity to take part in taster days/ sessions
- Have visited or spoken to representatives of further or higher education institutions, such as universities, colleges or apprenticeships
- Be given the opportunity to take part in work experience By the end of Key Stage 5:
- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Participate in an enrichment and tutorial programme focused on your personal development
- Develop independent research skills
- Have had the opportunity to meet university representatives
- Have had the opportunity to meet apprenticeship providers
- Have been given the opportunity to volunteer or take part in work experience
- Understand the UCAS process and be able to research different universities and courses using online resources
- Have information and support with financial planning for university, work and training
- Write a personal statement for a UCAS or job application

- Have been mentored through the university application process or supported with job or training applications
- Have access to information on how to apply for internships, sponsorships or Gap Year placements
- Be given the opportunity to take part in enterprise and challenge activities.

## Appendix 2 Careers mapping document

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Work experience</b>	x	x	x	May	x	Advised	x
<b>Employer encounters</b>							
<b>Assemblies led by employers</b>	Throughout the year						
<b>Apprenticeship assemblies (external speakers)</b>	x	x	x	Spring term	Spring term	Spring term	Spring term
<b>University assemblies (external speakers)</b>	x	x	x	Spring term	Spring term	Autumn term	Autumn term
<b>GAP year providers</b>	x	x	x	x	x	Spring term	Spring term
<b>Employer lunch drop in meeting</b>	Throughout the year						
<b>Employer assemblies</b>	Throughout the year						
<b>Careers trip (out of school)</b>				World skills live October	UCAS convention Apprenticeships conventions	UCAS convention Apprenticeships conventions	
<b>Future steps</b>	Spring term						
<b>Careers fair (in school)</b>	Summer term						
<b>Careers interviews</b>	Voluntary/ Group interviews: Summer term	1:1 Summer term	1:1 Summer term	1:1 Spring term	1:1 Autumn term	1:1 Spring term	1:1 Spring term
<b>PSHE</b>	Employability skills (unit 16)	Effectiveness at work (unit 15)	World of work (units 4 and 5)	Economic awareness (unit 1 and 3)	Business acumen (unit 28,29,30)	Preparation for Life beyond school	Preparation for employment
<b>Additional pathway information</b>		GCSE options			POST 16 inc apprenticeships	POST 18 life skills	POST 18 UCAS

## **Further information**

Careers guidance and access for education and training providers  
Statutory guidance for governing bodies, school leaders and school staff  
October 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)