



1. Introduction

- 1.1 Hanley Castle High School is committed to providing Careers Education, Advice and Guidance to all pupils through the curriculum and organised activities. We are presently working towards the 'Prospects Quality Award in CEIAG' to demonstrate the provision of a high quality and impartial service.
- 1.2 Careers guidance at Hanley will focus on the specific needs of the individual pupils to promote self-awareness and personal development. We aim to provide current and relevant information to enable each pupil to make informed decisions about their future. CEIAG is presented in an impartial manner and differentiated and personalised to suit the requirements of each individual pupil.

2. Statutory Duty

- 2.1 The statutory duty (DfES March 2015) requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 to year 13.
- 2.2 The governing body must ensure that the independent careers guidance provided:
 - Is presented in an impartial manner
 - Includes information on the range of education or training options, including apprenticeships and other vocational pathways
 - Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

3. Aims

- 3.1 Careers Education, Information, Advice and Guidance (CEIAG) at Hanley Castle High School promote the following to all pupils:
 - Self-development – assessing strengths and weaknesses to inform future learning, work choices and the development of positive self-



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esteem. Pupils will understand themselves and the influences on them.

- Career exploration through the provision of a wide range of resources: employer engagement, websites, Books, leaflets, posters and access to impartial careers guidance.
- Work place experience through the Year 10 and Year 12 Work Experience programmes.
- Independent investigation through the use of suggested websites and other resources.
- Progression planning through the provision of Careers Education, Information and Guidance (CEIAG) from external careers advisors, support across the curriculum, organised progression activities, events and association with local colleges, universities and businesses.
- Development of understanding of the changing nature of work, learning and career choices, including the full range of post-16 and post-18 education or training options, including apprenticeships.

4. Commitment

- 4.1 Hanley Castle High School is committed to providing a planned programme of careers education, information and guidance for all pupils, in all years, in partnership with external agencies. All pupils will leave the school, having secured a placement on a suitable pathway, with the skills and knowledge required to support their entry to further education or employment. Hanley Castle High School actively promotes parent/carer involvement through events, information evenings and communication of information throughout the year.

5. Entitlement

- 5.1 Pupils are entitled to careers education and guidance that is impartial and timely. It will be integrated into their experience of the whole curriculum, based on a partnership with pupils and their parents or carers. The programme will promote equality of opportunity, diversity and inclusion, whilst promoting the best interests of the pupils to whom it is given.



6. Provision

- 6.1 CEIAG is overseen by the Assistant Head (SAK) and is managed by the Head of IAG and Personalised Learning (KD) who meet fortnightly to evaluate, plan and review. Careers lessons are delivered by tutors in a fortnightly, timetabled lesson which is part of the PSHE (PSD) programme. The careers lessons are designed by the Careers Coordinator (MM). The Careers Coordinator is responsible for one to one careers advice and guidance meetings for our Sixth Form pupils. Alongside many years of experience, MM is qualified in Advice and Guidance NVQ Level 4. Our Senior Student Support Officer (LP) is responsible for one to one careers and guidance meetings for pupils in Key Stages 3 and 4. LP is qualified to Level 4, is working towards Level 6 in Advice and Guidance and is a member of the CDI. The IAG team (KD,MM,LP) meet fortnightly to evaluate, plan and review CEIAG.
- 6.2 Careers resources, available in the main school Library and Sixth Form Library for all pupils, are relevant and up- dated regularly. Access to careers research tools and the internet are easily available outside of lesson times.
- 6.3 The PSD programme includes careers schemes of work, in each year group, from year 7 through to Year 11. The programme content covers self-development through careers and work-related education, careers exploration and careers management. The schemes of work are positioned within the academic year to ensure that pupils receive timely and supportive CEIAG at key transition points. This includes support with the Options process in Year 8, preparing for work experience and post 16 and post 18 pathway choices. All year 10 pupils will participate in our Work Experience Programme and Business and Enterprise Activities Week. They will also attend the Worcestershire Skills Show. Visits to colleges, careers events and outside speakers will be arranged according to the needs of individuals or targeted groups of pupils.
- 6.4 Alternative provision and extra support will be provided for identified pupils through opportunities provided by Action for Children and agencies such as Bridge and the 'Get Ahead Programme' or local colleges in liaison with our local consortium. These pupils will receive further support from our Senior Student Support Officer (LP) to help them make a productive transition to post 16 pathways.



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- 6.5 All year 11 pupils will receive one to one careers interviews to help support them in their post-16 pathway choices. All pupils in Key Stages 3 and 4 have the opportunity to request individual careers interviews with our Senior Student Support Officer (LP). Tutors can also request an interview for pupils for whom they think it would be beneficial.
- 6.6 As a part of the year 12 and 13 Study Programmes, pupils receive CEIAG through timetabled lessons, once per fortnight, delivered by their tutors. Here they will explore the full range of options and opportunities open to them, continue with self-development through careers and work related learning and develop their knowledge and understanding of careers management. Pupils are supported throughout Sixth Form by their tutors and all have the opportunity to request one to one careers guidance meetings. Again, tutors may also refer pupils to our Sixth Form Careers Advisor (MM).
- 6.7 Training needs are identified and offered to all relevant staff as opportunities arise. Information is then brought back in to school and shared with other staff members. Our Senior Student Support Officer attends consortium meetings for Career updates.
- 6.8 The Assistant Head and Head of IAG are responsible for the monitoring, review and evaluation of the programme. Pupils will be consulted on the impact of the CEIAG programme and changes may be made as a result. Auditing of the whole school approach will also take place and support offered where required.
- 6.9 Key Stage 3 Provision**
- Curriculum support in all subjects promoting related job advice
 - Allotted time through PSHE lessons for self-development focusing on lifestyle and progression
 - Access to the careers etc software via PSHE lessons and tutor time
 - Yr8 will be invited to attend a Pre-Options Evening
 - An introduction to careers resources
 - Assemblies and other information on KS4 options including vocational and alternative courses.
 - Specialised sessions for SEN students led by our Senior Student Support Officer



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- Opportunity to request an individual careers guidance interview or drop in to ask questions.

6.9.1 By the end of Stage 3 all pupils will have:

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- Received appropriate advice and guidance on Key Stage 4 options, and prepared target setting that sets broad learning goals for the 14-19 phases.

6.10 Key Stage 4 Provision

- Allotted time through PSHE lessons for self-development focusing on careers and progression
- Access to the careers etc. software via PSHE lessons and tutor time
- One week work experience placement which focuses on pupils' future career aspirations, allowing learning about work through the experience of work
- Visit to the Worcestershire Skills Show (Careers Fair) during the school day
- College presentations
- Local university presentations
- Careers interviews for every Year 11 student
- Information on College Open dates and relevant opportunities via the tutor
- Support with completing application forms and access to computers for on-line registration
- Mock Interviews, where deemed advantageous
- Parent evenings and some assemblies supported by Senior Student Support Officer
- Close monitoring of vulnerable pupils.



6.10.1 By the end of stage 4, all pupils will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Experienced the World of Work through a work placement
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

6.11 Key Stage 5 Provision:

- Minimum of one week's work experience
- Presentations by employers, universities, apprenticeship providers, alumni, offer of other opportunities like the NCS
- Careers interviews where appropriate
- Information on College and university Open dates
- Information on opportunities for apprenticeships/work placements/internships/a year in industry etc. via the tutor
- Support with completing application forms, including UCAS and access to computers for on-line registration
- Mock Interviews with professional colleagues from local businesses (Y12)
- Supported CV and Personal Statement sessions
- Parent evenings
- Close monitoring of vulnerable students by Head and Deputy Head of Sixth and Careers Advisor (MM).



6.11.1 By the end of stage 5, all pupils will have:

- Further developed their self-knowledge, career management and employability skills
- Used a range of websites, ICT software and other sources of advice to investigate post 18 pathways and potential career choices
- Gained further experience of the world of work through work placements
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-18 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Secured a place in education or training.

7. Equal Opportunities

7.1 We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching and guidance strategies will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full provision.

8. Visitors

8.1 Visitors enrich the CEIAG programme by providing employer engagement, expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.



9. Pupils with SEN/D

- 9.1 As far as is appropriate, pupils with special educational needs follow the same CEIAG programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Learning Support Assistants work with individual pupils, where required, sometimes on a one-to-one basis.

10. Monitoring and evaluation

- 10.1 The Head of IAG will monitor the planning, teaching and learning of CEIAG regularly. Planning will be monitored termly and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. Teachers will report on progress, attitude and effort of pupils termly and this will be monitored and reviewed by the Head of IAG. The schemes of work and policy will also be reviewed according to the review cycle.

11. Confidentiality

- 11.1 All teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

12. Assessment, recording and reporting

- 12.1 As with any learning, the assessment of pupils' careers management and planning is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme.
- 12.2 Pupils do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. Within PSHE teachers will assess the knowledge and understanding using our W-9 scale. Advice for further development will also be given. The process of



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assessment has a positive impact on young people's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways.

13. Links with other policies

- 13.1 This policy recognises and is applied in accordance with the Hanley Castle High School's policies for Teaching and Learning; Personal, Social, Careers & Health Education and Citizenship; Equal Opportunities; Health and Safety; Pupils with SEN and Disabilities; and Supporting Looked after Children.
- 13.2 This policy is written to reflect DfES statutory guidance and best practice within CEIAG.