

AYLSHAM LEARNING FEDERATION (AYLSHAM HIGH SCHOOL ONLY)

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE PROCEDURE

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1. Terms of Reference

Careers Education, Information, Advice and Guidance (CEIAG) can be defined as:

“Services and activities, intended to assist individuals... to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance, including web-based services. They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.”

(DfE Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools: March 2013)

Broadly, it includes:

- 1. Careers Education** - planned progressive learning to teach young people about careers, learning and work, so that they can manage their development, make life choices and decisions that will benefit their own personal and economic wellbeing.
- 2. Work Related Learning** – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.
- 3. Employer Engagement** - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days.
- 4. Personal Career Guidance** – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

2. Legislation and Statutory Duty for Schools

The Government published its new [Strategy for Careers](#)ⁱ in December 2017. This was based on the following legislation:

- Sections 42A1, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

This was followed by the [Government's Statutory Guidance for Careers Guidance, October 2018](#)ⁱⁱ, which states that:

- Every school must ensure that students are provided with independent and impartial access to careers guidance from year 8 to year 13. This should include support from a trained specialist (qualified to at least Level 6 in a Career Guidance).
- Every school must ensure that there is an opportunity for a range of education and training providers to access all students in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
- Every school should begin using the [Gatsby Benchmarks](#)ⁱⁱⁱ to improve careers provision now, and meet them by the end of 2020.
- Every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
- Every school should appoint a named person to the role of careers leader, with strategic responsibility for leading the careers programme.
- Every school must publish details of their careers programme for young people and their parents and this should be updated annually.

The Gatsby Benchmarks

Central to the Government's Careers Strategy are the 'Gatsby Benchmarks'. In 2013, The Gatsby Foundation commissioned Sir John Holman to investigate what good career guidance in England should look like. This resulted in the creation of 8 benchmarks for schools to work towards, in order to plan and deliver an effective careers programme. These benchmarks have been widely adopted as an indication of quality careers guidance and schools have a statutory duty to meet them.

The Eight Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

Careers guidance is increasingly important as, since 2015, young people are now required by law to participate in education or training until their 18th birthday^{iv}.

3. Aims and Scope

Through our careers and enterprise programme, Aylsham High School aims to:

- Reflect and endorse the school ethos, which demonstrates and encourages the following values:
 - Respect for self
 - Respect for others
 - Responsibility for their own actions
 - Responsibility for their family, friends, school and wider community
 - Respect for the environment
- Make a major contribution in preparing young people for the opportunities, responsibilities and experiences of adulthood.
- Ensure that all students (and their parents/carers) receive appropriate and timely information, advice and guidance, particularly at key decision and transition points.
- Minimise the risk of any student becoming NEET (Not in Education, Employment or Training).
- Strive to support inclusion, challenge stereotyping, promote equality of opportunities and to support students in overcoming any overt or hidden barriers to progress.
- Raise aspirations by ensuring that all students have the opportunity to create a plan for their future education and career, that is not limited, and which encourages all students to develop employability skills and to strive to achieve the best qualifications they can, in order to achieve their goals.

4. Learners' Entitlement

Through our Careers and Enterprise Programme, our aim is for learners to be able to:

- Recognise that 'career' is more than a 'job' – it is a journey through life which includes learning, work and career breaks and that all career decisions involve lifestyle and learning choices.
- Improve the self-knowledge and skills that they need to take charge of their personal and career development. Including considering their strengths and talents, interests and preferences, and how this affects the choices they make.
- Develop and practise career exploration and research skills, in order to gain an understanding of the full range of options available to them for their future education, employment or training, including qualifications required for different occupations.
- Have a clear plan for transition, after year 11, which includes considering different pathways, such as: A levels at sixth form, vocational courses at college, scholarship opportunities and apprenticeships.
- Make effective and timely applications for work experience, jobs, training or further education and be given the opportunity to practise interview skills.
- Learn about the world of work through encounters with employers, employees and workplaces, both in school and through work experience or workplace visits.
- Understand how the labour market is changing, both locally and nationally, so that they can make decisions which will allow them to take advantage of actual and emerging employment opportunities.
- Develop their career management, decision-making, employability and enterprise skills and encourage a mind-set of lifelong learning, in order to achieve future career progression or change.
- Improve their engagement at school, by providing increased focus and motivation and by illustrating the relevance of curriculum studies to future life.
- Raise their aspirations to continue their learning, through further and higher education, and to achieve goals, no matter how far-reaching, but to do so in a realistic manner.
- Engage with, and contribute to, the activities of our local community of businesses and other organisations, including building an awareness of opportunities for volunteering.

Students will receive:

- Careers lessons, activities or opportunities.
- Guided activities in tutor time.
- Access to the career information resources via a range of media.
- Guidance interviews – from a qualified careers adviser.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom.
- Other subject lessons linked to careers, employability and enterprise.

Students can expect to be:

- Treated equally with others.
- Given careers information and advice that is up to date and impartial.
- Treated with respect by visitors to the school who are part of the careers and enterprise programme.
- Given extra help if they have additional / special needs.

5. Roles and Responsibilities

- The executive headteacher and governors have overall responsibility for CEIAG provision.
- Phil Brockington has responsibility for careers within the senior leadership team (SLT).
- The head of department with responsibility for CEIAG is Miss Emmalucy Wright, head of business, enterprise and careers.
- The programme is delivered by Mrs Emma Durand, guidance adviser and work experience co-ordinator. Mrs Durand holds the OCR Level 6 qualification in careers guidance and development and the Level 6 qualification in careers leadership and is a registered member of the CDI (Career Development Institute).
- Mr Jason Sexton is head of PSHE in school which includes careers activities as part of the PSHE scheme of work.
- All curriculum staff have accountability for embedding careers within their teaching and learning (Gatsby Benchmark 4).
- Heads of houses, pastoral staff and the SEND department liaise with the careers department, to ensure that vulnerable students (for example, those identified as being at risk of NEET due to having an EHCP or additional needs) are provided with targeted and individualised careers support.

Role of the Governing Board:

In line with Section 42A of the Education Act 1997, our Governing Board must:

- Ensure all registered students of the school are provided with independent careers guidance from year 8 onwards.
- Ensure careers guidance is presented in an impartial manner.
- Ensure careers guidance includes information on the range of education or training options.
- Ensure careers guidance promotes the best interest of the students to whom it is given.
- Provide clear advice and guidance to the executive headteacher on which they can base a strategy.
- Ensure arrangements are in place to allow a range of education and training providers to access all students from year 8 onwards, to ensure students are aware of the routes available to them at transition.

Governors have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of students.

6. Inclusion within the Curriculum

Careers and Enterprise education is planned and embedded within the curriculum and includes:

- A planned scheme of work for the careers and enterprise programme for years 7 -11.
- Employer engagement and work-related learning activities for years 7 -11
- Work experience programme for year 10 students.
- Gatsby Benchmark 4 states that careers should be linked to and embedded within the curriculum and that 'By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers'.

The careers and enterprise learning curriculum aims to deliver the following learning outcomes for key stage 4 students, based on the Career Development Institute ([CDI Framework for Careers, Employability and Enterprise Education](#)^v, January 2020. This outlines 17 learning outcomes for each key stage. (See appendix 1)

The careers provision for each year group is detailed in our annual careers strategy, our biannual careers development plan and schemes of work for careers and enterprise education.

7. Equality and Diversity

Staff involved in delivering careers guidance have a responsibility to promote equality of opportunity, which ensures that all students have appropriate access to careers guidance regardless of race, gender, religion, ability, disability, social background or sexual orientation.

All advice given is impartial and confidential.

Students with SEND, including those with an EHCP, looked after children (LAC) and students who are otherwise identified through Norfolk County Council's RONI (Risk of NEET Indicator) report, as being at high risk of being NEET will be given support which is tailored to their individual needs and can be differentiated. For example, by:

- Liaison, as appropriate, with internal colleagues who have specialist responsibility for children who are looked after or who have SEND – for example: SENDCo, nurture team, heads of house, SEMH officer, tutors, learning support assistants, designated safeguarding lead (DSL), parent liaison officer.
- Liaison with specialist agencies – e.g. Norfolk County Council's 'Virtual School' who have accountability for delivering the SEND local offer and with specialist SEND providers/departments for post-16 education.
- Including career plans as part of the annual EHCP transition review process for year 10 and 11.
- Ongoing 1:1 guidance. The Careers & Enterprise Company's research findings suggest that career education and personal guidance are most effective for young people with SEND when they receive face-to-face careers guidance and ongoing assistance.
- Involvement of parents/carers and social workers.

8. Partnerships and Employer Engagement

The school works closely with a range of partners to deliver its Careers Programme, for example:

- Parents and Carers
- Local businesses and organisations
- Other schools in the Aylsham Learning Federation
- Careers and enterprise coordinator at New Anglia Local Enterprise Partnership (LEP)
- Norfolk District Council employer work experience team and work related learning team
- North Norfolk District Council
- Broadland District Council
- A full range of post-16 providers including City College Norwich and other local sixth forms and colleges

- University of East Anglia
- Norfolk and Norwich University Hospital Trust
- Rotary Club
- Chamber of Commerce and other trade organisations
- Norwich City Football Club Community Sports Foundation
- Armed Forces Careers Office, Norwich
- Job Centre Plus
- Barclays Life Skills
- Icanbea
- NEACO/Take Your Place
- Norfolk Skills Festival
- National Careers Service
- LMI for All
- Amazing Apprenticeships

9. Engagement with Parents and Carers

We recognise that parents/carers have a vital role to play in supporting students to make important decisions about their future. We encourage parents to participate in our careers programme in a number of ways, including:

- Parents/carers are very welcome to contact the careers adviser, at any time, with any questions or concerns about their child's future plans or to request support.
- Key actions and outcomes arising from careers guidance interviews can be shared with parents/carers, with permission from the student.
- Parents/carers can attend careers appointments, with agreement from the student.
- The careers adviser attends options evenings and parents' evenings to discuss choices at key transition points.
- Parents/carers are invited to attend our annual 'Futures Day' for year 11 which includes a careers fair focusing on post-16 education and apprenticeship opportunities.
- Parents/carers have access to the futures section of our school website as well as a futures Twitter feed that they can follow (@AHS_FuturesDept).
- Parents/carers are sent information and guidance about careers choices including, for example, our year 11 transition booklet 'What's Next After GCSEs?'
- Parents/carers are invited to participate in our careers programme – for example, by offering work experience placements at their own workplace or by supporting careers-related events such as mock interviews, enterprise week or business breakfasts.

10. Commitment

- Careers guidance has a high priority, as it is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement - whilst at school and beyond.
- Careers provision is well-resourced, including the appointment of a full-time, qualified and experienced careers adviser.
- The careers adviser is provided with, and engages in, opportunities for training and CPD, to ensure she is kept up-to-date and skills are refreshed.
- Careers is well supported by a middle leaders within the school and by SLT and the governors who understand the statutory guidance for careers and are supportive of the careers strategy and the development plan.

- Staff are provided with information and training on careers via content on the school website and through training during INSET and Twilight sessions.
- The careers strategy is supported by an appropriate budget to allow for the provision of resources and activities.

11. Monitoring and Evaluation

Our Careers Programme is evaluated in the following ways:

- Destination data – analysing and publishing information about what students go on to do after year 11 and how many (if any) are NEET (Not in Education, Employment or Training) in October, having left school in the summer. This figure can be compared to other schools, locally and nationally.
- Informal feedback and formal surveys to evaluate response to events and activities – from all stakeholders, including: students, employers, providers and staff.
- Numbers of students who benefit from 1:1 guidance - attendance and referral figures and feedback on effectiveness of interviews from students.
- Anecdotal feedback from parents/carers and from students and pastoral staff on activities and interventions.
- Observance of motivation and engagement of students as a result of careers activity, from tutors and other staff.
- Feedback from external visitors to the school, such as Ofsted^{vi}.
- Compass Evaluation (Careers and Enterprise Company online tool for assessing how the school is meeting Gatsby benchmarks), with support and input from enterprise coordinator.
- This procedure will be reviewed by the governors and SLT every 3 years.

12. Links to other policies and documents

The careers guidance procedure is linked to the following policies and documents:

- Accessibility plan
- Educational offsite visits policy
- Equality information and objectives policy
- Policy for children who are looked after
- SEND and inclusion policy
- Safeguarding policy incorporating child protection
- Provider Access Statement
- Careers Strategy 2020-2021 and Careers Development Plan 2020-2022
- Careers and Enterprise Education Scheme of Work 2020

Appendix 1

The Career Development Institute ([CDI Framework for Careers, Employability and Enterprise Education](#))¹, January 2020.

This framework outlines 17 learning outcomes for each key stage. These are:

Developing yourself through career and work-related learning education

Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work.

1. Self-awareness
2. Self-determination
3. Self-improvement as a learner

Learning about careers and the world of work

Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development.

4. Exploring careers and career development
5. Investigating work and working life
6. Understanding business and industry
7. Investigating jobs and labour market information (LMI)
8. Valuing equality, diversity and inclusion
9. Learning about safe working practices and environments

Developing career management and employability skills

Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change.

10. Making the most of careers information, advice and guidance
11. Preparing for employability
12. Showing initiative and enterprise
13. Developing personal financial capability
14. Identifying choices and opportunities
15. Planning and deciding
16. Handling applications and interviews
17. Managing changes and transitions

Appendix 2

References

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