

Kirkby College
Careers Education, Information, Advice and
Guidance Policy (CEIAG) 2020 - 2021

Introduction

At Kirkby College our mission is to provide students with the independence, resilience and ambition to be successful in their education and beyond. The fast-changing world of work means that more than ever young people need to be supported in making a successful transition from education to employment, helping them to identify and choose career opportunities that are right for them.

Careers Education helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school's aims of working closely with employers, Further and Higher Education institutions and supporting students in the life-time experience of learning.

The CEIAG programme promotes equality of opportunity and inclusion by providing all learners with appropriate opportunities. The school is committed in its recognition of, and challenging stereotypical views which create barriers to opportunities in learning and work. Challenging stereotypes is promoted by the school's ethos and targeted strategies such as offering personalised work experience week, using visitors/speakers from a variety of backgrounds and experience, Head of House programmes including university visits and trips to businesses.

Kirkby College

Kirkby College is underpinned by a strong focus on the support, guidance and development of every student, which is delivered through a well-established House system. Students are grouped in vertical tutor groups between Years 7 and 10. Heads of House play a key role in the support of students and maintain daily contact with every member of their House.

The school is smaller than the average-sized secondary school where the majority of students are White British.

The school has a very small sixth form and until very recently provided both A Levels and Vocational courses. From September 2020 the provision available to students will be a vocational course in Hairdressing. CEIAG will continue to play an important role in the course and students will access work experience placements and independent one-to-one advice and guidance.

The proportion of disadvantaged students is higher than average, with the proportion of students who have SEN and/or disabilities is higher than the national average. The proportion of students who have an education, health and care plan is average and

a small number of students attend alternative provision within the academy and with off-site providers.

CEIAG provision is designed to meet the needs of all students at different stages. Examples of the range of provision in place to support SEND students includes; in class/activity support for individuals with an additional teacher or Learning Support Assistant, alternative curriculum pathways at KS4, bespoke work experience placements, tailored transition visits, extra support and liaison with parent/carers.

Kirkby College is set within an area of social deprivation which presents a variety of barriers to many of our students' learning and achievement. Therefore, Kirkby College is committed to providing a stable and structured programme of careers education and guidance to all students in years 7 – 13 in order to overcome these barriers.

In year 10 all students are given the opportunity to undertake a week of work experience during term time. This is particularly important for those students that experience workless households or may not have the networks and tools in place to secure employment in the future. Work Experience Week is extremely beneficial in helping us to raise students' aspirations and develop employability skills to give students a competitive edge in the labour market after education.

Currently 55% of students from year 7 to 11 are Pupil Premium which equates to 213 students. This is significantly higher than the national average for secondary schools which is 14.1%.

Within the school's Pupil Premium Plan we have identified the following barriers;

- Low prior attainment on entry especially with regard to literacy and numeracy skills.
- Low levels of aspiration and personal development/responsibility.
- Low levels of parental engagement with education and lower attainment rates locally over time.
- Lack of access to extra-curricular and wider opportunities and experiences that raise aspirations and offer context to subjects.

To address these barriers and support the school's wider aims the main priorities of our CEIAG programme is focussed on;

- Raising aspirations – encouraging students to aim for Level 3 courses, and understanding that this is in reach and so are motivated to work for it.
- Raising students' and parents' aspirations around Year 9 Options. Greater input for parents about courses, qualifications and the changing nature of the labour market.
- Increasing capacity to enable all Year 11 to access independent advice and guidance in accordance with Gatsby Benchmark 8.
- Working with an Enterprise Adviser to raise the profile of employability skills and their importance to students.

At Kirkby College we foster a culture of learning and achievement which promotes our intention to meet the learning and development needs of all our students and staff. We firmly believe in 'getting the best for all students and increasing their life chances'.

All students during their learning journey at Kirkby College are supported in the transition from being a child learning and preparing for future life to becoming a

young adult empowered and motivated with an understanding and ability to make well-informed and realistic decisions about their future

Commitment

Kirkby College is committed to providing a stable, structured programme of careers education and guidance for all students in years 7-13. This programme will be delivered in conjunction with other relevant partners and providers.

In a highly competitive employment market, the choices students make are taking on new levels of complexity. This requires:

A planned programme of careers education, information, advice and guidance that allows students to develop the skills for employability; which develops their knowledge, skills and understanding to make well-informed and realistic decisions about their future in learning and work and which encourages young people to aspire and to make successful transitions and achieve positive progression.

Kirkby College endeavours to follow the statutory guidance from the Department for Education 'Careers Guidance and access for education and training providers' January 2018. This has been updated since the previous statutory guidance in April 2017 and refers to the legislation Section 42A, 42B 45A of the Education Act 1997 and Section 72 of the Education and Skills Act 2008.

The main aims of our careers education:

- To inspire and raise students' aspirations
- Prepare students for the world of work
- For every student to have meaningful encounters with employers
- Develop skills and attribute valued by employers
- Develop careers awareness and career management skills
- Benefit from impartial and up to date information, advice and guidance

Links with other Policies

The policy is consistent with established development, careers and Work Experience plans. It supports and is underpinned by key school policies in school including those for Teaching and Learning, Citizenship, Equal Opportunities, Child Protection, Anti-Bullying, PSCE Education (comprising PSCE, careers education, work related learning, enterprise and financial capability), Work Experience, SEND, GDPR and the Careers Education, Work Related Learning Development Plan and Pupil Premium Plan.

Following the Technical and Further Education Act 2017 under Section 42B, the school ensures 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 courses and qualifications as alternatives to academic and school-based routes.

In order to provide high-quality careers provision, from Sept 2018 the school will work towards achieving the following Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information

3. Addressing the needs of each pupil
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

The CEIAG Programme is informed by the Careers Development Institute (CDI) Framework, which comprises of three core elements include: Careers, Employability and Enterprise and the following learning outcomes for students:

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

Student Entitlement

All students in years 7-13 are entitled to CEIAG that meets professional standards of practice and is person-centred and impartial. This includes;

- The opportunity to find out about the range of educational, training and employment options available to them at key transition points from local providers.
- To understand the different pathways available in which to pursue their career choices.
- To understand and develop the skills and attributes needed for their future career.

This entitlement is publicised and shared with students and parents through the online careers platform, Unifrog at the start of the academic year and re-visited at the start of their careers unit in PSCHE, on the school website and displayed on tutor notice boards. It will be integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers.

Curriculum Delivery

CEIAG activities are mapped against the Career Development Institute (CDI) Framework. Curriculum areas have a careers element in their Schemes of Learning, ensuring teachers and students make the link between their subject and careers, employability and enterprise education.

Careers is also delivered as part of the PSICHE programme in years 7-10. Year 7 to 11 have a dedicated Careers, Enterprise or STEM Day. All Students also receive careers input through tutor time and assemblies at salient points.

Careers lessons are delivered in PSICHE for years [7, 8, 9 and 10]. It takes up a half term slot, and the unit of work covers approximately 6 weeks, at 50 minutes per week.

Year 7 - Designed to give an introduction to what a career is. Raise awareness of the different types of careers available, including STEM and STEAM and the skills needed for them. Students focus on self-awareness, identifying own skills and qualities.

Year 8 - Concentrates on raising students' awareness of the world of work including the importance of employability skills, Enterprise and Stereotyping.

Year 9 - Focuses on option choices, decision-making and careers research. Students start to look at understanding jobs and careers paths including Labour Market information. Students can access one-to-one independent careers, advice and guidance through the self-referral process.

Year 10 - Delivery enables students to further understand employability and the world of work. All year 10 students undertaken a week of work experience during term time and the main focus is on preparation for this. In addition to the dedicated PSICHE Careers Day, students explore Apprenticeships and attend a Careers Fair. Students can access one-to-one independent careers, advice and guidance through the self-referral process.

Year 11 - Enables students to develop their career management skills and start to prepare for transition from school to work/further education/training. Careers delivery is through dedicated careers events such as a Life Skills Day, Mock Interviews, assemblies, tutor time activities, drop in sessions and mentoring. All students are given an appointment to receive one-to-one independent careers, advice and guidance. All students can also access one-to-one independent careers, advice and guidance at any point through the self-referral process.

KS5 Continues to prepare students for transition to further education/ employment. Students can access drop in sessions, tutor time activities and events such as mock interviews at salient points delivered by outside agencies and/or Kirkby College staff. Students undertake extended work experience week as part of their vocational course. All students can also access one-to-one independent careers, advice and guidance at any point through the self-referral process.

Creating a safe and supportive learning environment

Students are involved in setting ground rules in school at the start of the year with the aim of establishing an environment of respect and collaboration so that they feel confident in discussing sensitive issues. The ground rules are reinforced to students in lessons and other CEIAG activities where needed e.g. at the start of a talk/session from an external provider. Kirkby College staff routinely remind students of the protocols in place for confidentiality. If a disclosure is made, the teacher acts in accordance to the school Safeguarding Policies.

Where external providers and contributors' input into the CEIAG we ensure that they are aware of and follow the schools Safeguarding procedures.

Advice & Guidance

All students from year 8 to year 13 can arrange to access an Independent Careers Advisor at any time through self-referral via the Work Related Co-ordinator in school. Year 11 students will have access to one-to-one and /or group interviews from a Careers Advisor in school as part of their transition support.

One-to-one advice and guidance interviews will be automatically allocated in response to students' personal issues and barriers to learning. Students will be identified using information such as; attainment/progress levels, free school meals, SEND, Pupil Premium, looked after children and attendance. Parents/carers will be informed if a student is to receive a one-to-one advice and guidance session.

Other links with local 14-19 providers are made as and when required. Links with parents/carers are maintained using a variety of methods including, letters, options/Parents evenings, school newsletter, school website and social media.

Information Provision

Provision of impartial, up to date, accurate information, which seeks to challenge stereotypical views and provide equality of opportunity which is accessible to all is essential to ensuring that Kirkby College delivers a comprehensive CEIAG service.

We encourage students' to raise their aspirations and decision-making skills by developing their research skills, and understanding how to use information effectively, to enable them to make well-informed career decisions about their learning and work. One way we do this is by providing students access to online careers platform, Unifrog. Unifrog is used with Year 9 students to support the Options process and Year 11 students to support them with their transition and explore their Post 16 Pathways.

Labour Market Information (LMI) is delivered explicitly in Year 9 PSICHE, it is also promoted to students through Career Display Boards for each subject area around school and through encounters with employers and learning providers during dedicated PSICHE careers days and events. Students also explore LMI during their one-to-one careers interviews with the independent careers advisor.

There is a dedicated budget for CEIAG that is set annually. The library has a dedicated careers area suitable for individual browsing and group work. This can be accessed at all times including; before school, break, lunch, tutor times and after school.

There are three iPads and library laptops that are available for personalised learning and research along with a list of recommended online careers platforms for students to use. Overall responsibility for the Careers Library and resources situated around the school lies with the Work Related Learning and Enterprise Co-ordinator.

CEIAG information including LMI can be accessed by parents/carers and students via the Kirkby College website. This is promoted via the school newsletter. Independent Careers Advisors also give CEIAG information to students, parents/carers at events such as Year 9 Options Evenings and GCSE Results Day.

Monitoring Review & Evaluation

Staff Performance

Teaching of CEIAG related topics and the learning outcomes are monitored and evaluated by SLT through observation of lessons and checks of student's work (in line with the school's monitoring policy).

Units and Schemes of Learning in PSCHE are reviewed annually and developed by the Work Related Learning Co-ordinator and Leader of PSCHE to ensure that the CDI Framework outcomes and Gatsby benchmarks are being met where possible.

An annual Careers Curriculum Audit that is mapped against the CDI Framework outcomes ensures that faculties and the Work Related Learning Co-ordinator can evaluate CEIAG provision within their subject and look at addressing any missing provision.

Provision and delivery is evaluated with staff at the end of the unit/activity/event via verbal feedback and the results of this is used by the Work Related Co-ordinator to inform, review, and develop CEIAG activities for the future. The results of any changes or developments to the CEIAG Programme are communicated to the Careers Leader and where appropriate taken to SLT meetings for further discussion and approval.

Student Outcomes

Students are regularly asked for feedback at the end of a topic/unit/ activity/event by the lead members of staff and/or the Work Related Learning Co-ordinator. Evaluation methods include questionnaires, feedback forms and informal discussion. The results of evaluations are communicated to relevant staff by formal meeting and/or e-mail where appropriate. Some joint activities and events held through a partnership with other Ashfield Schools are monitored and reviewed at regular IAG partnership meetings.

All feedback is reviewed annually by the Work Related Learning Co-ordinator and used where possible, to shape the CEIAG Programme for the next academic year. The annual Whole School Student CEIAG Audit done at the start of the academic year allows us to monitor learner progress and track possible future destinations.

We ensure we fulfil our statutory duty by using a Matrix accredited careers company to provide a level 7 qualified careers advisor to provide information, advice and guidance interviews and group work. These sessions are evaluated by students using Survey Monkey.

Student destinations - if students secure a positive outcome at key transition points are also used to evaluate the CEIAG Programme. This information highlights if students are making well informed and realistic decisions.

Quality Assurance

The Work Related Learning Co-ordinator completes the Careers and Enterprise Company's Compass Tool on an annual basis to monitor the progress towards the 8 Gatsby Benchmarks as part of the statutory duty.

Kirkby College is currently working toward gaining Career Mark accreditation, the national Quality in Careers Standard (QiCS). A standardised national quality award. Gaining Career Mark is very important to Kirkby College as it will mean we have a robust and comprehensive CEIAG Programme in place and allow all students to develop the knowledge, skills and understanding to make well informed positive choices and progress.

After an absence of all PSCHE in KS4 during 2019-20, the new statutory requirement for PSCHE has enabled Careers Education to be brought back into the curriculum for Year 10 for the academic year 2020-21. Although careers education is not part of the new statutory PSCHE requirement and only suggested in the Association's recommended programme of study, after reviewing the KS4 CEIAG input for 2019-20 it was decided that offering careers education is invaluable to students and greatly aids with their smooth transition. Therefore, Careers in PSCHE for year 11 will be re-instated in 2021-2022.

Implementation

Leadership and Management

Sue Lightburn – Link governor for careers.

Shaun Hayden – Careers Leader, Assistant Head Teacher
shayden@kirkbycollege.notts.sch.uk 01623 455925.

Kelly Halliday – Work Related Learning Co-ordinator
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Kelly Halliday co-ordinates the CEIAG Programme and is accountable to the Careers Leader, Shaun Hayden (Assistant Head Teacher) and the School Governor for Careers. Work experience is planned and implemented by Mrs Halliday. It is included in the CEIAG Programme and is included on the school calendar every year. Further information on Work Experience can be found in the Work Experience Policy.

The Careers Leader's role in school is to assist young people's career learning, planning and development by leading and managing the development of CEIAG. The Careers Leader advises the Senior Leadership Team and governors on policy, strategy, and resources for careers guidance, facilitates the contribution of colleagues responsible for related areas of the curriculum such as PSCHE Education via appropriate forums including; Faculty Meetings, Heads of House meetings, Tutor briefings and Staff Training days.

The responsibilities of the Careers Leader cover four main areas: Leadership, Management, Co-ordination and Networking.

The key accountabilities for the Careers Leader include:

- To support the development of effective and continually improving careers education, careers information and careers guidance for young people, ensuring the school meets the Gatsby Benchmarks and CDI Framework Outcomes.
- To support students and parents through the delivery of high quality careers guidance.
- To facilitate the contribution of colleagues and a range of partners to young people's career learning, planning and development.

- To ensure continuing professional development for themselves and others to secure high standards of careers teaching, learning and guidance.

The first point of contact for parents and students is their tutor. They are able to support students and signpost to appropriate information, advice and guidance.

Staffing

All staff have a contribution to make to careers education and IAG through their roles as employees of Kirkby College. Subject teachers appreciate the link between their subject specialism and the transferable skills it enables students to develop. Students are encouraged to relate these to employability via curriculum delivered activities. Support Staff also play a vital role in delivering activities to students with a vocational element and help raise awareness of key employability skills and qualities. Tutors understand they are likely to be the first point of contact for CEIAG related questions from their tutees. Therefore, they know where to signpost tutees to and are mindful how their opinions could influence tutees.

In addition to the PSCHE Leader, some subject staff are also involved in the delivery of PSCHE careers lessons.

Staff Development/Training

The training and support needs of staff involved in co-ordinating, delivering and supporting careers education and IAG are identified and met through a continuing professional development programme, as well as being identified via the monitoring, review and evaluation of the programme, for example, through the careers curriculum audit. The school endeavours to meet identified training needs normally within a school year and links this to the Performance Management process.

All staff, new and existing, receive a CEIAG information sheet at the start of the academic year as part of suite of important documents to be read. This briefing sheet informs staff of the key points of CEIAG they should be aware of. The information sheet is updated annually.

Staff receive CEIAG information through INSET training to keep them updated and allow them to carry out their role effectively. Training to date includes; Career Mark, including using LMI in the curriculum and using Unifrog and its resources.

Recording

Career learning is recorded based on curriculum delivery outcomes and in accordance with the CDI National Framework outcomes and Gatsby benchmarks. The learning is recorded in Schemes of Learning by faculties and Heads of House. Learning is also recorded via online tools such as Unifrog, tutor time careers booklets and self-assessment in PSCHE.

Partnerships

We work with other providers and partners to deliver our CEIAG Programme including; The Careers and Enterprise Company, Enterprise Co-ordinator, Enterprise Adviser, Futures, Ideas4careers, Department for Work and Pensions, ASK, The Army, Vision West Notts College, University of Leicester, University of Nottingham and Nottingham Trent University.

We have purchased 14.5 days one-to-one careers advice and guidance provision from Ideas4careers for students predominately in Year 11 and Post 16. We have the capacity to buy in extra days for students, particularly in Year 9 who self-refer during the options process.

We work closely with Futures who undertake health and safety checks for year 10 work experience week.

We are always looking to develop links with local businesses to complement and support our CEIAG programme and we work with individual professionals from the world of work to deliver our Year 11 Mock Interviews and Careers Days. Our Provider Access Policy (Baker Clause) on the Kirkby College website details how and when partners and businesses can access the school's CEIAG activities and which year group(s) they can engage with.

Parents/carers

Parents and carers can access the CEIAG Programme, be informed and take part in activities via the school website, social media platforms, communications home, parents evenings and Unifrog. Parents and carers can see all of the opportunities available via the Provider Access Policy, available on the school website.

Process for Approval

It is the responsibility of the governors to review and approve all policies on an annual basis, ensuring the latest statutory guidance and legal requirements are followed. Once approved, the policies are made available to staff, students, parents/carers and employers via the school website and shared with key staff at appropriate meetings.

The CEIAG Programme is reviewed and evaluated annually by the Work Related Co-ordinator and Careers Leader. Any major changes that need approval are taken to the relevant meeting(s) by the Careers Leader to be discussed. Any changes to the programme are updated in the Career Development Plan along with timescales for completion. The Careers Leader is also responsible for ensuring that the programme links in with the School Improvement Plan and that it is supporting the whole school aims.

The CEIAG programme is shared with the link governor for careers who has an opportunity to input into the programme.

The school's Enterprise Co-ordinator and Enterprise Adviser also has an input into the CEIAG programme in what activities/events they can support and deliver. Where identified, heads of faculty are also involved in the development of curriculum based activities/projects.

One-to-one independent careers guidance is monitored by the Work Related Learning Co-ordinator and regular consultation is undertaken with the Careers Advisor to ensure that provision is meeting the needs of the students.

This policy will be published on the school website for students, parents/carers, school staff, employers and learning providers to access.

Signed by: Head Teacher:.....

Chair of Governors:.....

Date:.....

Date of next review:...November 2021.....