

CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE POLICY



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Approved by:	Ms Tanya Douglas - Head Teacher	Date: November 2023
	Mrs Tracey Jenkins - Chair of Governors	
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Introduction

Statutory guidance published by the government in January 2018 and reviewed in July 2021¹ alongside the DfE Careers Strategy (2017) and Gatsby Benchmarks, gives schools a duty to ‘secure access to independent careers advice for all year 8-13 pupils’ and to present careers guidance ‘in an impartial manner’ so that they are inspired and motivated to fulfil their potential. The programme we have developed will provide our students with the self-awareness, experience, knowledge and confidence to make informed future choices and to move on successfully within Chace and to other institutions and the world of work.

Principles

At Chace we are committed to providing excellent impartial careers education and guidance to all of our students. Our programme has the intent to provide:

A comprehensive careers programme that provides aspirational and realistic careers goals for all of our students and clearly links curriculum to careers

Broken down, it is designed to:

- promote equal opportunities and in so doing raise the aspirations of our students so that they can have the highest possible expectations of themselves and their future careers;
- make use of our knowledge of students’ abilities and interests so that advice and guidance can be personalised, specifically tailored and delivered by the appropriate professionals, both within the school community and from outside;
- provide experience of work and learning experiences within the curriculum which will enable them to understand the skills, knowledge and experience necessary for success within the workplace;
- provide particular and appropriate support for those with special needs or identified as in danger of becoming NEET;
- provide support to students who are moving on from school at 16, 17 and 18 to ensure that they are able to be successful in their transition to other institutions;
- To support students to develop high aspirations and to consider a broad range of career opportunities;
- To inspire students through more real-life contacts with the world of work as well as develop an understanding of how different pathways can take them in different directions in the future.

The Role of the Governing Body

The Governing Body will ensure that the school leadership team are raising the aspirations of all pupils, encouraging them to overcome barriers to success and to do what it takes to

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

fulfil their potential. They should also be ensuring that the head teacher is basing their strategy for advice and guidance in line with the school's legal requirements.

Life Skills

The careers programme in Life Skills at Key Stage 3 and 4 aims to provide a progression in students' thinking about possible careers and pathways from Year 7 through to Year 10. We also aim to have students consider an initial career plan with the support of their tutor where they can record their possible career interests so that we can tailor individual advice and guidance throughout the student's school career through the Unifrog career online tools and locker.

In Life Skills lessons, students will study a range of topics and will complete activities that will help them produce CVs and letters of application and to practise interview techniques as they explore the world of work. In year 10 they will also focus on preparation for work experience as well as a focus on the application process for sixth form and college.

At Key Stage 5 all students will participate in Key Skills where they will be looking at Careers further as well as the UCAS application process. All students are actively encouraged to complete volunteer hours as part of the YAVE initiative as well as seek further work experience.

The Careers Pathway

As seen in Appendix 1, Chace has a careers pathway. This outlines the baseline careers offer that every student at Chace can expect to receive, designed in line with the Gatsby benchmarks. A more detailed breakdown of the careers programme can be found in Appendix 2.

Careers Week, Enrichment Day & Big Bang Careers Fair

The careers week enables all students to encounter employers and further/higher education providers and enables all students to explore a broad range of career options available to them in the future. This is through a hybrid of interactive assemblies, careers-based lessons, form time activities and optional lunchtime and after school workshops. They will also look at the range of routes and pathways into these employment opportunities through fun and interactive question and answer processes. Through the different events and employer encounters, students will be able to network and meet a range of different employers as well as participate in practical activities that they will likely face in the near future.

At the end of the summer term, there is a Big Bang Careers Fair and employer-led careers workshops for Year 9, 10 and 12, run in conjunction with Enfield Town Schools Partnership.

All year groups participate in a careers based enrichment day, including trips, challenge days, 'take your child to work day' and careers based workshops.

Further to the career day and Big Bang events, all students will gain the opportunity to take part in other careers activities. These activities range from College and University taster days through to employer engagement activities, workplace visits, internships, and work experience.

Careers and the Curriculum

Following Gatsby 4, the Chace curriculum has a clear careers link. Each faculty has an appointed Careers & Skills Development Lead to:

- Champion careers education, information and guidance and skills building as an integral part of the curriculum.
- Develop an excellent understanding of the Unifrog platform and Skills Builder Framework.
- Understand the local and national labour market in relation to their faculty and disseminate this knowledge within the faculty.
- Oversee the inclusion of careers links within lessons across Key Stages during Careers Week.
- Organise and deliver an employer encounter within each Key Stage each academic year (e.g. an after-school workshop or year assembly)
- Oversee locker uploads onto Unifrog of student experiences and interactions.

The Leads, working with Strategic Careers Lead play a key part in ensuring that careers is integrated within the curriculum.

The options process

Year 9 students will become familiar with the options process during Life Skills lessons and will be helped to make their decisions in various ways. The careers adviser will see all Year 9 students in group interviews with an opportunity for small group or 1-1 sessions where needed. There will be talks about 'new' subjects in assemblies; taster lessons in school time and after school. The 'Planning for the Future' evening provides an opportunity for parents and students to listen to a talk about the options process and to hear presentations about the optional subjects.

Individual Careers interviews at KS3

Before they make their option choices in Year 9, all students will meet the careers adviser for group interviews. There will be an opportunity for small group or 1-1 sessions where needed. However, career interviews will continue for any targeted to the students' with specific individual needs as part of the EHCP and Annual Review Process. The SENCO and her team, as well as parents, will be involved in these interviews. An independent local authority careers adviser will be invited to the Annual Review meetings of students that have an EHCP.

Individual careers interviews and targeted advice at KS4

All Year 11 students have access to an impartial careers adviser. Pupil premium students will receive 1-1 careers interviews. All other students are seen in small groups, grouped by average points score. All students have the opportunity to have a 1-1 interview on request. This interview helps them look at career opportunities that interest them as well as the career pathways into these specific areas of employment. This is also to help students prepare to transition and gain support in the application process to sixth form or college.

All of these interactions are recorded on Unifrog and are available for teaching staff and students to view and follow up as necessary.

In term 2, all Year 11 students will be mentored by SLT and other experienced volunteers from the school staff to ensure that they are making positive plans into education or training after moving on from school. At part of this students will gain further advice and preparation for interviews as part of their application to further education or training. Parents will be informed about this and students will be seen and given help with any applications as necessary. As a final safeguard against students being left without plans, the HOL will speak to any students and their parents, who are still causing concern after this process.

Individual careers interviews and targeted advice at KS5

All Year 12 students have access to an impartial careers adviser. Pupil premium students will receive 1-1 careers interviews. All other students are seen in small groups, grouped by their average grade. All students have the opportunity to have a 1-1 interview on request. This interview helps them look at career opportunities that interest them as well as the career pathways into these specific areas of employment. This is also to help students prepare to transition and gain support in the application process to higher education, apprenticeships or the world of work.

Students at the end of these sessions should have a firm and clear career plan. All of these interactions are recorded on Unifrog, and are available for teaching staff and students to view and follow up as necessary.

Work experience

Year 10 students are all given the opportunity to experience work through virtual work experience placements and

Work experience is also completed by all year 12 students for one week in the summer term; the majority of students have face-face placements with the remainder following a virtual work experience programme with work experience in school/ In addition to these placements, students on BTEC courses in years 12 and 13 will be on work experience on two different two week block placements throughout their course.

Health and Safety checks in accordance with Health and Safety Executive requirements are conducted by Chace Community School.

Students are encouraged to find their own private placements.

The remainder will be found placements at organisations with whom we have contacts. We are able to use our knowledge of students' interests, attainment and personalities to allocate suitable quality placements for our students.

Students on work experience are closely monitored. The employer will be telephoned by a member of staff during the start of the placement and we aim to visit some students as well in the placement. Post-16 long term placement attendance is monitored by telephone and visits are made once a term. Students are encouraged to complete a log or diary during their work experience. This will enable them to keep a record of the experience.

Post – 16 information evening for year 11 students and parents

The Post-16 information evening in November is designed to offer advice and guidance about Chace Sixth Form as well as other opportunities which are available in the local area. Colleagues from other educational establishments as well as other organisations offering apprenticeships will be invited to offer advice to students and their parents.

Local colleges and providers of apprenticeships will be invited to also speak to students throughout their education to help them make an informed choice towards their post 16 studies.

Post – 16 CEIAG

In the Key Skills programme in Year 12, we aim to provide students with the skills necessary to make applications for courses and for jobs – writing CVs, interview technique, writing personal statements. Students will also be encouraged to register with UCAS and write their personal statements and will be guided through the UCAS website. All students are invited to attend a UCAS convention and to attend a university trip. In addition to this students are encouraged to apply for summer schools and study days at universities all over the country. For students interested in applying to the top universities, we organise talks and a workshop in school. Students can also visit Oxford University. Talks on student finance are also offered. University open days are publicised in the sixth form area and many students attend these. Advice and guidance is also offered on the range of apprenticeships available.

During Year 13 students are guided in their applications for higher education by their form tutors, the head of sixth form and the member of staff who is an expert in this area. They are given help in choosing suitable courses and in compiling their personal statements.

Students who do not wish to attend higher education will be guided in applications for apprenticeships or for work, but all students are made aware of the range of post-18 options available to them.

Throughout Year 12, we monitor student progress and identify, as early as we can, any students who might be at risk of failure at the end of Year 12 or for whom progression to year 13 might not be the best course of action. In these cases, we will see parents and students and offer advice and guidance on next steps.

Working with the Local Authority

The Local Authority maintains a statutory duty to provide advice and guidance to students with a Statement of Special Educational Need and to those at risk of becoming NEET (Not in Education, Employment or Training). We work with the Learning Difficulties/Disabilities Team and the Learner Progression Team at the Local Authority to provide the best help and support to these groups of students.

Monitoring and reviewing careers provision

When monitoring the success of the careers programme, the school considers formal and informal.

measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, career day activities, mock interviews etc

- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the life skills programme
- student destination figures post-16 and post-18

- Interactions on Unifrog mapped against Gatsby benchmarks

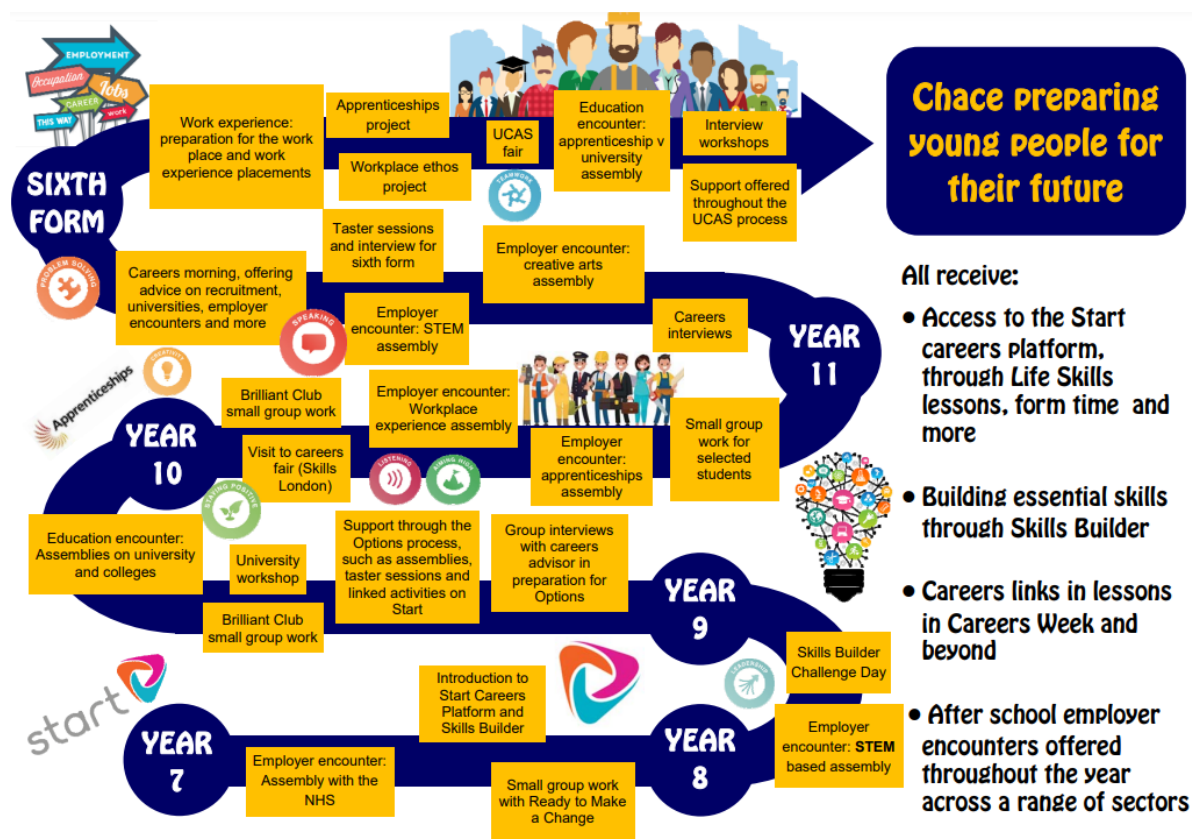
- Use of the Compass audit

A review process will take place each year. Information about destinations and students who remain NEET, which is provided by the LA, will also inform our review process.

This policy is monitored and reviewed every two years by SLT and Governors through the Governors' Teaching and Learning Committee.

This Policy should be read in conjunction with the Spiritual, Personal and Social Development and Equality Policies.

Appendix 1 - Chace Careers Pathway



Appendix 2 - Full breakdown of CEIAG programme
Chace Careers Programme

Careers Education, Information, Advice and Guidance (CEIAG) at Chace seeks to holistically prepare students for their future. It is a comprehensive careers programme that provides aspirational and realistic career goals for all of our students, and clearly links curriculum learning to careers. We seek to provide students with the knowledge and experience to make informed decisions for their future choices in the workplace, higher education or training.

To achieve this aim, we are adopting the Gatsby Benchmarks of Good Careers Guidance framework to develop and improve our careers provision. The eight Gatsby benchmarks of Good Career Guidance are:

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 careers pathway for Chace students is represented below, with further details then given under both the Gatsby benchmarks and by year group

Whole school Overview

GATSBY BENCH MARKS	STABLE CAREERS PROGRAMME	LEARNING FROM CAREER & LABOUR MARKET INFO	ADDRESSING THE NEEDS OF EACH PUPIL	LINK THE CURRICULUM	ENCOUNTERS WITH EMPLOYERS	EXPERIENCES OF WORKPLACES	ENCOUNTERS WITH FURTHER & HIGHER EDUCATION	PERSONAL GUIDANCE
ALL	The school's ambition is to ensure that all students leave equipped with the skills and knowledge to reach their next stage of development. This will be achieved through a varied programme.	All students will be taught about career paths and the current labour market trends to inform their own decisions. Parents will be encouraged to support their children through our website, Unifrog careers programme, newsletters and promotion of careers events and opportunities on social media.	Our ambition is to raise aspirations of all our students including SEN students. We will track and keep any agreed decisions and advice given. This will be done through our Careers Unifrog programme, Life Skills curriculum and our Annual Careers Week. The Jack Petchey Foundation	All students to be given the information to learn how different subjects help students to gain a wider choice of careers, including STEM. There is a Big Bang careers fair and employer led workshops for Year 9, 10 and 12. All students to be aware of how employability skills link to their learning across the curriculum. In KS3, this focuses on Skills Builder through form time, Life Skills and home challenges. There are various	All students will have opportunities to link with employers through our annual Careers Week. Every year group will have at least one assembly led by an employer. All years will have access to COVID secure employer encounters. Years 9, 10 and 12 encounter employers through the Big Bang Careers Fair and workshops. Year 8 participate in a Challenge Day, focusing on key skills and encountering employers in the field of politics. Talks and seminars by visiting employers will be arranged	Students in Year 12 will either have 1 week of work experience or access a virtual work experience opportunity, an adaptation for 2022 due to previous COVID restrictions. They will also be supported to take an active role in volunteering in their communities. All Year 10 students will participate in a virtual work experience in the summer term, provided by Skills Builder.	Year 9 and 11 students will have various taster lessons or days linking to their subjects. They will visit Colleges and Universities throughout their study years. Targeted students attend university trips, including a trip to Cambridge. All of Year 12 are invited to attend a higher education fair. Assemblies focusing on colleges and universities are offered in Year 9 and 12. They will also have access to Careers Advisor meetings	All students in Year 11 and 12 are offered careers interviews with an impartial careers adviser, either 1-1 or in small group settings. All of Year 9 have the opportunity to see the careers adviser to discuss transition to KS4. All students to create an online profile, linking to future career and subject Choices on the Unifrog platform. All students to add to their Student Locker on Unifrog to record their experiences and guidance. By the end of Key

		<p>The Unifrog website is used throughout the school.</p> <p>Careers links are built into lessons, including application of the labour market to the curriculum.</p>	<p>Awards recognise the holistic achievement and progress of selected students.</p> <p>A scheme of learning in KS5 Key Skills utilises Unifrog, including a focus on personal development, CV writing and job skills.</p>	<p>trips across the Key Stages that enhance the curriculum and link to careers., such as targeted Year 9 &10 students attending a university trip & post 16 students attending a higher education fair.</p> <p>Every faculty has a Careers & Skills Development Lead teacher to support each faculty in linking careers to the curriculum.</p>	<p>throughout the year for a range of students. The Unifrog platform allows the school to tailor these opportunities to the needs and interests of the students.</p> <p>Students and parents will also be made aware of various opportunities with employers, including virtual encounters.</p>		<p>upon request and updated resources including guest speakers.</p>	<p>Stage 4, every student will have a linked staff member to support them with planning for their future goals and transition to post 16 options.</p> <p>All EHCP students have a bespoke careers meeting at key transition points. They will also have a range of prospectus and CV writing workshops to support their college applications.</p>
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Year by Year Overview

Year 7	<ul style="list-style-type: none"> All students create an online profile, linking to future career and subject choices through the Unifrog platform. There are activities to explore throughout the year in form time and through Google Classroom. Students develop essential skills through taking short lessons in form time and undertaking home challenges using Skills Builder Framework. The whole year group participates in the Careers Week, including assembly and employer encounters with the NHS. There is small group work with a business mentor through Ready to Make A Change.
Year 8	<ul style="list-style-type: none"> All students continue interacting with the Unifrog platform, and adding career experiences to their locker. CEIAG is incorporated into the Lifeskills curriculum. The whole year group participates in the Careers Week, including an assembly employer encounter, focusing on STEM. All students participate in a Skills Builder Challenge Day, building essential skills and encountering employers and volunteers linked to politics. Selected students receive focused careers support through in-school interventions.
Year 9	<ul style="list-style-type: none"> All students to continue interacting with the Unifrog platform, and adding career experiences to their locker, with a focus on choosing options linked to future career goals CEIAG is incorporated into the Lifeskills curriculum with a focus on choosing options linked to future career goals. The whole year group participates in the Careers Week, including assembly employer encounters focusing on colleges and universities. All students have the opportunity to attend the Big Bang STEAM careers fair and workshops. STEM ambassadors support with the delivery of the Big Bang fair for Year 6 students. Students are involved with the First Give programme. Selected students participate in the Brilliant Club, including university visits and mentoring from PhD students. Group interviews with the careers adviser to support the options process. Selected students attend a university trip.
Year 10	<ul style="list-style-type: none"> All students continue interacting with the Unifrog platform, and adding career experiences to their locker, with a focus on preparing for post 16 choices. Various Key Stage 4 courses link to CEIAG through the specification, as well as ongoing employability skills development. CEIAG is incorporated into the Lifeskills curriculum with a focus on post 16 choices. The whole year group participates in the Careers Week, including assembly HE/FE encounter focusing on apprenticeships. Small focus group studying for AQA certificates in careers in preparation for options, including an experience of a workplace and employer encounter decided in consultation with the students. Participation in the STEM Big Bang fair. Selected students participate in the Brilliant Club, including university visits and mentoring from PhD students. All students have the opportunity to participate in a virtual work experience programme through the Skills Builder Framework.
Year 11	<ul style="list-style-type: none"> All students continue interacting with the Unifrog platform, and adding career experiences to their locker, with a focus on preparing for post 16 choices. Various Key Stage 4 courses link to CEIAG through the specification, as well as ongoing employability skills development. CEIAG is incorporated into the Lifeskills curriculum with a focus on post 16 choices. The whole year group participates in the Careers Week, including assembly STEM employer encounter. Every student has an interview with a member of SLT. Year 11 students prioritised for employer and workplace encounters. Every student has access to the careers adviser either 1-1 or in small groups.
Year 12	<ul style="list-style-type: none"> There is a clear careers programme delivered through key skills that incorporates CV building, employer encounters and preparation for post 18 options. All students use Unifrog to research careers and employment opportunities. All students either participate in a 1 week work experience programme or virtual work experience placement (COVID has rendered this unavailable for this academic year). Students continue to access Unifrog and are encouraged to use the locker to build up their CV and prepare for writing the personal statement. All students are given the opportunity to visit the North London Higher Education Fair. Post 16 students prioritised for employer and workplace encounters. All Year 12 students are encouraged to students in volunteering in the school or wider community. Participation in the Big Bang science fair, (COVID Dependent) The whole year group participates in the Careers Week, including assembly employer and HE encounters. Every student has access to the careers adviser either 1-1 or in small groups.

Year 13	<ul style="list-style-type: none"> • There is a clear careers programme delivered through key skills that incorporates CV building, employer encounters and preparation for post 18 options. • Students visit subject-specific university days and trips in person or virtually. • Post 16 students prioritised for employer and workplace encounters. • There is a rigorous programme to support students through the UCAS procedure, or preparation for other post 18 options such as apprenticeships. • Attendance of university open days • The whole year group participates in the Careers Week, including assembly employer and HE encounters. Students in danger of being NEET are prioritised for careers support from the careers adviser and pastoral team.