



## Policy on Careers Education, Information, Advice and Guidance

### 1. Rationale

*The careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks<sup>5</sup> to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships. (Statutory Guidance, DfE January 2018)*

*The careers strategy sets out that that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this Careers Leader. This requirement will be introduced in September 2018, by when more information and support will be made available. (Statutory Guidance, DfE January 2018)*

*A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training. We publish KS4 and 16-18 (KS5) education destinations in performance tables on gov.uk<sup>9</sup>, meaning that they are becoming an established part of the accountability system. (Statutory Guidance, DfE January 2018)*

To ensure we are meeting the requirements of our students and statutory expectations, the school is committed to providing high quality IAG, careers education and careers guidance which also actively involves parents.

### 2. Purpose

The purpose of CEIAG at Cardinal Langley RC High School is to allow young people to make realistic and well-informed decisions about their choices and futures within the context of a school environment which is raising their aspirations; helping prepare them for life intellectually, morally, socially and financially; encouraging participation in Higher Education; developing enterprise and employability skills and which is responding to the needs of each individual young person.

Our aim is that all students will leave the school with the skills and knowledge required to support their entry to higher education or employment.

### 1. Guidelines

CEIAG must respond to the needs of each individual student and help each one of them to make progress and appropriate choices for the future. This will be particularly important at key moments of transition in choosing Key Stage 4 options, post-16 provision and post Sixth Form - but is also important to prevent disengagement from the learning process. All staff are required to comply with this policy and to promote good quality CEIAG.

- The Governors will appoint a link CEIAG governor who is an employer or self-employed where possible

- The school is committed to funding a TLR position with responsibility for CEIAG across the curriculum and the delivery of the life skills programme. An appropriate budget will be allocated each year. The school is also committed to rigorous quality assurance procedures to ensure that CEIAG is meeting the demands of Government guidelines and statutory guidance and so has been accredited with the Quality in Careers standard through the award of IAG Gold. An action plan will be developed and reviewed each year by the member of staff responsible for whole school CEIAG.
- It will be made clear to all students that if they do not achieve Grade C or above in English and Maths by the end of KS4, they will be required to carry on studying these – at school, college or as an apprentice.
- All students in years 8-11 will have face-to-face access to impartial and independent advice from sources not employed by the school (Positive Steps) alongside the information they receive from school staff. The school is committed to buying in this provision alongside the one day targeted support for vulnerable students.
- All students will be informed of:
  - ✓ Post 14 GCSEs (offered by UTCs, colleges and studio schools) opportunities for 14-year-old enrolment at college.
  - ✓ Post 16: A-Levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
  - ✓ Post 18: further education courses, higher apprenticeships and undergraduate degrees.
- All students from years 7-13 will have access to local employers and post-16 providers through attendance to the school Careers Fair.

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact: Ross Kearns, Life Skills and CEIAG Co-ordinator:

Email: [rkearns@clrchs.co.uk](mailto:rkearns@clrchs.co.uk)

#### **Opportunities for access**

Cardinal Langley RC High School holds a dedicated annual Careers Fair that will allow access to all age groups in the school. Other opportunities to access our pupils may be during dedicated Life Skills lessons or assemblies.

Please speak to our named Careers Co-ordinator to identify an alternative opportunity should the careers fair not be suitable. The School's policy on safeguarding sets out the approach to allowing providers into school as visitors to talk to our students. The Safeguarding Policy is available on our website <http://www.clrchs.co.uk>

#### **What providers can expect once granted access**

Once access has been granted, providers can expect to be able to promote the study/training programmes that their centre offers, as well as being able to provide clear details on entry requirements and application procedures.

#### **Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. We will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit

with the Careers Co-ordinator. Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Co-ordinator who will distribute the relevant information to pupils.

- CEIAG is seen as a whole-school responsibility shared by all staff and demands a comprehensive approach which permeates the whole curriculum as well as being highlighted at particular transition points or through specific aspects of the curriculum. As such, subjects are expected to incorporate links with employers and employability skills in the delivery of the curriculum.
- Appropriate training will be provided by staff and co-ordinated by the IAG lead
- Careers Education will be provided in all years through form/group time, the Life Skills programme and specific events related to employability. There will be specific weeks of activities for years 10 and 12 in the summer term. It will be made clear to them about the RPA duty (Raising the Participation Age) and what it means for them in particular, that they are not required to stay in school but choose how to participate.
- Positive role models will be promoted in and around the school through the development of the Cardinal Langley Alumni.
- The school is committed to equal opportunity through its programme of Life Skills and will use opportunities in this and Religious Education particularly to challenge discrimination and stereotypes and to respond to diversity.
- Students will be involved in the shaping of the CEIAG they experience through focus group and feedback based on; Decision Making; Self-Awareness; Career Exploration and Employability Skills.
- CEIAG links and information for students and parents/carers will be available in a section on the website
- Administrative support will be provided to the member of staff responsible for whole-school CEIAG in organising and evaluating careers events.
- Parental engagement will be pursued through Social Media, Parents' evenings and SIMS InTouch.
- The Governing Body will ensure the independent careers guidance provided:
  - ✓ is presented in an impartial manner
  - ✓ includes the range of education options
  - ✓ includes apprenticeships and other vocational pathways
  - ✓ is guidance that the person giving it considers will promote the best interests of the pupils
- Success in supporting pupils to take up education or training will be evaluated through the use of Destination Measures.

**Policy Approval:**

Signature of Headteacher:

Signature of Chair/Vice-Chair  
of C&P Committee:



27.02.2018  
Date



27.02.2018  
Date