



Policy on Careers Education, Information, Advice and Guidance

Policy Type:	School policy linked to statutory guidance
Policy Implementation/Approval	Governors' Curriculum & Pupils' Issues Committee
Review Frequency:	Annually
Last Reviewed/Approved:	Spring 2022
Policy reviewed by:	Life Skills Coordinator – Mr R Kearns
	Link Governor – Mrs P Greenall
Date of Next Scheduled Review:	Spring 2023
Notes:	Maintained schools must publish for young people and their parents details of their careers programme. They must also publish a statement setting out the arrangements for provider access. Information for Cardinal Langley RC High School can be found here: https://www.clrchs.co.uk/parents-students/careers/
Linked guidance (statutory)	https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

1. **Rationale**

The importance of careers education and guidance High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to students. Research has shown that school and college leaders recognise that careers guidance has become more important than ever as a result of the COVID-19 pandemic.

The department urges senior leaders to back their careers team, especially their Careers Leader, and to invest in personal guidance provided by a qualified careers adviser. This will allow the continued delivery of high-quality, progressive careers programmes that support all students to acquire the knowledge, skills and confidence to fulfil their potential. (Statutory Guidance, DfE July 2021)

Schools and colleges have a responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means schools and colleges must act impartially, in line with their statutory duty or contractual requirement, and not show bias towards any route, be that academic or technical. They should promote a full range of technical options... Schools must open their doors to other education and training providers, in line with their statutory responsibilities under the 'Baker Clause', putting in place a range of opportunities for

providers of technical education and apprenticeships to talk to all year 8 to 13 pupils about their education or training offer. (Statutory Guidance, DfE July 2021)

The schools and college will use the internationally recognised Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities. The benchmarks are non-statutory but support schools and colleges by providing a framework around which they can develop their careers programme in line with their legal requirements to provide independent careers guidance to all 12- to 18-year olds and students aged up to 25 with an education, health and care plan. The benchmarks also support schools to fulfil their statutory duty to enable access of training providers to showcase to students what technical education and apprenticeships can offer. (Statutory Guidance, DfE July 2021)

A successful careers guidance programme will also be reflected in higher numbers of students progressing to positive and sustained destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools and colleges in helping all their students take qualifications that offer them the best opportunity to continue in education, training or employment. (Statutory Guidance, DfE July 2021)

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 and the individual with the TLR position will be allocated sufficient non-contact time to effectively carry out their duties. 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 curriculum staff will be encouraged to strengthen the link between careers and what they are learning in the curriculum through Careers Champions selected by each curriculum area. These Careers Champions will act as the point of contact between departments and the member of staff responsible for whole school CEIAG.
- A further responsibility of nominated Careers Champions will be to develop access to employers and employees through curriculum-based Q&A activities.
- 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 various employer events held throughout the year.
- The school and college will continue to use GMACS and Xello as our online Careers platform for students to explore options and save action plans.
- Links to employers and employees will be aided and facilitated by our dedicated Enterprise Ambassador.

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

Opportunities for access

Cardinal Langley RC High School is dedicated to hold both virtual and face-to-face careers events 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 any of these events 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, as well as teachers and employers, 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 technical education
 - ✓ 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.


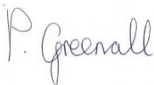
Monitoring, evaluation and review

The continual monitoring, evaluation and review of the CEIAG offer at Cardinal Langley will incorporate:

- Termly evaluation of the careers provision against the Gatsby Benchmarks using the Compass+ evaluation tool in cooperation with our dedicated Careers and Enterprise Co-ordinator.
- Annual student voice feedback from pupils, parents and staff.
- Feedback from employers and contributors to careers related activities.

- SLT link who regularly reviews the CEIAG Programme.
- Annual monitoring of pupil NEET figures.

Policy Approval:

Signature of the Headteacher		Date:	01.03.2022
Signature of the Chair/Vice-Chair of the C&P Committee		Date:	01.03.2022