



Ulverston Victoria High School

# POLICIES

## Employability

**Years 7-11**  
**Careers Education,**  
**Information, Advice and Guidance**  
**(CEIAG)**

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**ULVERSTON VICTORIA HIGH SCHOOL**  
**POLICY FOR CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE**  
**(CEIAG)**  
**YEARS 7-11**

## **Introduction**

High quality, independent careers guidance is crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions. It is vital that all students from Years 7-11 at Ulverston Victoria High School have the knowledge and skills they need to make informed choices and achieve economic wellbeing in later life.

## **Rationale**

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them to make the 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Section 42A and 42B of the Education Act 1997 requires schools to secure access to independent careers guidance for pupils in years 9-11. Guidance is in an impartial manner and promote the best interests of the pupils. Guidance should also include information on a range of options available in respect of 16-18 education or training, including apprenticeships and technical qualifications.

The school is committed to providing a planned programme of careers education for all students in Years 7-11, within a clear framework linked to outcomes for pupils and which incorporates the Gatsby Benchmarks.

Ulverston Victoria High School delivers Careers Education and Guidance through the pastoral system, curriculum areas, outside agencies and Inspira (and the Careers Service). The programme is to help young people make informed decisions about their future careers and to aid the development of the skills necessary to accept and adapt to change. The purpose of the programme is to 'provide pupils with the knowledge and skills necessary to make successful transitions to the next stage of their lives. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.' (Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff, January 2018)

It is the aim of the school:

- ☐ To enable students to develop a self-awareness of their strengths and skills.
- ☐ To encourage students to make decisions based on knowledge and understanding.
- ☐ To provide accurate information in different forms of media and in a variety of styles in order that all abilities may have access to that information.
- ☐ To make students aware of the resources available to them available.
- ☐ To link with curriculum areas to access knowledge of skills used in different careers.
- ☐ To increase awareness of the world of work through industrial links, work experience and talks by adults from outside agencies.
- ☐ To enable young people to plan for their future economic independence.
- ☐ To raise the awareness of students of the opportunities available to them when they complete post 16-Education.

- ☐ To support students with their transition from Key Stage 3 to Key Stage 4 and from secondary education to their chosen destination.

### **Commitment**

At Ulverston Victoria High School, we are committed to providing a planned programme of CEIAG for all students in years 7 - 11 and to give students access to impartial careers information, education and guidance including providing extra support as required for learners with additional needs. We endeavour to follow best practice guidance from expert bodies such as Ofsted and from Government departments.

### **Student Entitlement**

Students are entitled to CEIAG which meets professional standards of practice, and which is delivered by trained staff and which is person-centred and impartial. Activities will be embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping, and promote equality and diversity.

All students in the school will:

Take part in a Careers Programme in year 7 - 11 that helps them to:

- ☐ Understand their education, training, employment, and other progression opportunities.
- ☐ Develop the skills they need to plan and manage their own personal development and career progression.
- ☐ Access relevant information and learning from taster activities and experience of work.
- ☐ Make and maintain individual progression plans to help them improve their prospects of success.
- ☐ Offer feedback and ideas on how to improve the careers programme.

Have access to, and support with using careers information that is:

- ☐ Easy to find and available at convenient times and in convenient locations.
- ☐ Clearly labelled and referenced.
- ☐ Comprehensive, giving details of all progression, opportunities and associated support arrangements such as financial help.
- ☐ Unbiased and current.

Obtain career guidance that is:

- ☐ Impartial
- ☐ Focused on individual needs and fit for purpose
- ☐ Supportive of equal opportunities
- ☐ Provided by people with relevant training and expertise

### **Curriculum**

Employability sessions are part of the school's pastoral programme and as such are planned, resourced, and monitored by the Work-Related Learning Leader.

The careers programme includes:

- Careers education sessions
- Tutor and mentoring activities
- Careers interviews

- Careers presentations and activities
- Careers activities with employers
- Guest speakers; employers, colleges, training providers and universities
- Work Experience programme (for identified students)
- Attendance at a variety of Careers Fairs
- Apprenticeship talks
- Information and research activities (in form time employability lessons),
- Answering of parental and employer enquiries
- Individual learning planning/portfolio activities.
- Other focused events including Work Experience, Work Ready Day, Careers Fair.

We are proud of the high percentage of students who choose to continue their education with us post 16 but recognise the need for open and fair access to all post 16 opportunities. We therefore consult with many outside agencies Further Education Colleges, Higher Education provision as well as local and national employers and training providers.

### **Staffing**

The school's Work-Related Learning Leader leads and co-ordinates the school's Employability/Careers Programme.

All teaching staff contribute to CEIAG through their roles as Form Teachers and Subject Teachers.

Careers information is available on the relevant notice boards and digital signage, school website and in the school library. The Work-Related Learning Leader and office staff maintain these

Careers information is made available on the school website by the Work-Related Learning Leader and maintained by the Website Officer.

The CEIAG programme is planned, monitored, and evaluated by the Work-Related Learning Leader in consultation with the Senior Leadership Team, other key UVHS staff members such as the Pastoral Leaders, students, parents/carers, and employers.

Careers information is available from the Work-Related Learning Leader. Students will be signposted if they require more specialised provision. This provision is monitored and evaluated by the Head Teacher. In addition, careers information is available for a selection of vulnerable KS3 and KS4 students from an independent trained careers advisor who also works with KS5 students. This provision is monitored and evaluated by the Head teacher.

Administrative support is available to the Work-Related Learning Leader.

### **Staff development**

Staff training needs are identified in conjunction with the Senior Leadership Team. The school endeavours to meet training needs within a reasonable.

### **Management**

The Work-Related Learning Leader leads the careers programme.

Overall monitoring of this programme is the responsibility of the Head teacher.

The Office Manager and the Work-Related Learning Leader are responsible for the work of the administration staff regarding this programme.

KS4 work experience is planned and implemented by the Work-Related Learning Leader and the administration staff.

A link governor supports this area.

## **Monitoring, Evaluation and Review**

Feedback on the effectiveness of the CEIAG programme is sought through student, provider, parental and teacher questionnaires/feedback. The effectiveness of the programme is monitored through analysis of post-16 destinations.

An employability review report is given to the Senior Leadership Team and Governors

Internal intervention to identify barriers to learning along with RONI data supports our identification of students who may require additional support post-16.

Destination data from the DfE is used to assess our performance and identify groups of students who require further support.

The Partnership Agreement with Inspira is reviewed annually. Inspira are contracted by Cumbria County Council to work solely with year 11 students at Ulverston Victoria High School who are classified as Risk of NEET (Not in Education, Employment or Training), and also year 9, year 10 and year 11 who are educated at the PRU or Hospital and Home Tuition Service, those students with an Education Health Care Plan and CLA. Any further work is commissioned through Inspira

We also work with Inspira in offering year 11 students places on the National Citizen Service. This is led by the school's British Values Coordinator.

Providers offering alternative provision to KS4 students may need DBS clearance and an initial informal evaluation visit or telephone call by the Work-Related Learning Leader. A more rigorous evaluation visit, regarding the needs of the placement and the needs of the student, then takes place. This process also includes the parent/carer. Once the placement begins, a review takes place by the plan manager each half term (half-termly telephone calls and two visits per academic year). At the end of the provision, an overall final evaluation is done by the provider, the student, and the school. This is in addition to the risk assessment conducted either an external provider or by the schools Facilities and Health and Safety Manager.

Monitoring and/or information meetings are held every four weeks with the Deputy Head Teacher responsible for intervention and Work-Related Learning Leader as part of the on-going monitoring and evaluation process.

Development and review of policy and provision also takes place within school, ensuring consistency and development.

From the above monitoring, evaluation, and review processes, resulting action points feed into the following year's planning process.

## **Access to information**

Students, parents, teachers, and employers can access information on the school's employability programme via the school website or by contacting the Work-Related Learning Leader in school.

## **Funding**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Work-Related Learning Leader and the Head teacher are responsible for the effective deployment of resources. Sources of external funding are sought.

## **Links to other policies**

The policy for CEIAG supports and is itself, underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, gifted and talented, children in public care, sixth form CEIAG, pupil premium and SEN and Inclusion.

## **CEIAG 6<sup>th</sup> Form Provision**

CEIAG provision for the 6<sup>th</sup> Form is outlined in the separate Sixth Form CEIAG policy.