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<b>Policy Name:</b>	Careers Education, Information, Advice and Guidance and Work-related Learning Policy
<b>Policy Type</b>	Discretionary
<b>Issue Date</b>	9 <sup>th</sup> July 2024
<b>To Be Reviewed</b>	Annually – 9 <sup>th</sup> July 2025
<b>Approved by</b>	Headteacher
<b>Policy Owner</b>	Briony De-Wit

## AIMS

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

Kingsthorpe College believes that all students need effective and sustained high quality careers education to ensure they can make informed choices for their futures at every stage of their education. Students need to understand the impact that these choices will have on their ultimate destinations. Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Work-related Learning (WRL), Kingsthorpe College seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

Careers education and guidance programmes play a major part in helping young people choose 14-19 pathways that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations. The Kingsthorpe College programme will help our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, celebrate diversity and challenge stereotypes. The policy will be guided by the Gatsby benchmarks and conform to statutory requirements.

## STATUTORY REQUIREMENTS

This policy is based on the Department for Education's (DfE's) statutory careers guidance and access for education and training providers. This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all students in years 8 to 13.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022.

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the school website.

## ROLES AND RESPONSIBILITIES

### **Careers leader**

Our careers leader is Mr. Mike Hobbs and he can be contacted by emailing [student.careers@kingsthorpecollege.org.uk](mailto:student.careers@kingsthorpecollege.org.uk). He will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO), EAL lead and careers advisers, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Review our school's provider access policy statement at least annually, in agreement with our governing board
- Ensures regular consultation with the local IAG provider.

### **The Senior leadership Team will:**

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training to perform their duties to a high standard

- Allow training providers access to talk to students in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### **The Local Governing Board will:**

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, and includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

### **All staff will:**

- Contribute to CEIAG through their roles as tutors and subject teachers and deliver specialist sessions as provided by the careers team at Key Stage 3, 4 and 5

### OUR CAREERS POLICY

The careers programme at Kingsthorpe College is embedded throughout all key stages as part of the PSHE programme. All students have access to Unifrog, which enables them to access up-to-date information about developing careers. The school website also directs students and parents/carers to useful resources and sources of information on future destinations.

Our careers programme has been developed in conjunction with the Gatsby Benchmarks, ensuring best practice and compliance with the requirements of the Department of Education's Statutory Guidance 2018. It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

## THE GATSBY BENCHMARKS

The Gatsby Benchmarks afford students a careers education with the following key features:

- A stable careers programme.
- Learning from career and Labour Market Information (LMI).
- Addressing the needs of each student.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experience of workplaces.
- Encounters with further and higher education.
- Personal guidance.

## COMMITMENT

Kingsthorpe College is committed to:

- Providing a planned programme of activities, to which all students from Years 7 – 13 are entitled, which will help them to plan and manage their careers
- Providing students with IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and WRL programme follows local, regional and national frameworks for good practice and other relevant guidance, such as Section 19 Education Act (2011), April 2014 Statutory guidance: Careers guidance provision for young people in schools (2014), as well as guidelines from Ofsted and the Career Development Institute
- Working in partnership with Connexions/Prospects to ensure all students access education, employment or training at the relevant transition points

## LINKS WITH 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, citizenship, PSHE Education, work-related learning and enterprise, equal opportunities and diversity, more able learners and special needs. The policy for CEIAG was consulted on with students, parents, staff and Governors.

This policy links, or will link, to the following policies:

- Provider Access Policy
- Safeguarding Policy
- Curriculum Policy

## ENTITLEMENT

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Kingsthorpe College. It is differentiated and personalised to ensure progression through activities that

are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Prepare young people at Kingsthorpe College for the opportunities, and responsibilities and experiences of adult life;
- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across the three stages at 13+, 16+ and 18+;
- Ensure that, wherever possible, all young people leave the school with employment, further education or training.
- Develop the necessary competencies/employability skills for success in working life.
- Have access to information about the jobs available in the working world and a knowledge of the appropriate pathways to secure these jobs where required.
- Make appropriate use of the virtual resources available to them to support their careers decisions as they move through the key stages.
- Have the opportunity to gain appropriate experiences of the workplace in order to develop transferable skills.
- Leave the school to enter further education, employment or training.
- Have high aspirations and are able to challenge stereotypes in society.
- Receive additional support and guidance from the school when facing disadvantage or difficulties in making decisions on their futures.
- Contributes to improving achievement, by raising aspirations and motivation;
- Support inclusion, challenges stereotyping and promotes equality;
- Encourage participation in education and/or training beyond the key stages at 16+ and 18+;
- Develop enterprise and other skills valuable in the world of work;

The CEIAG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

#### IMPLEMENTATION: MANAGEMENT

Responsibilities are spread between the Careers Leader, the SLT Careers Link with oversight of CEIAG, the leader for PSHE/SMSC. They plan, co-ordinate and evaluate the careers programme. They are also involved in the planning for the implementation of work experience for Y12 students. Learning directors and heads of year are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in applied subjects across the college. Subjects strive towards a focus on and link to career development and work-related learning. This is coordinated through the work of the careers leader and prioritised through the School Improvement plan.

#### IMPLEMENTATION: THE CEIAG PROGRAMME

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning and individual learning planning/portfolio activities. Careers lessons are part of the school's PSHE programme. Other focused events, e.g. the annual Careers Fair for all years, a

variety of workshops/assemblies and regular visits from a wide variety of sectors giving students impartial specific advice and guidance.

The careers team are central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. In addition, the Careers team provide an important contribution to the planning, design and delivery of all aspects of our careers education including PSHE. Support is also provided on a 1-2-1 basis for any students in danger of not being in education, employment or training. The support is arranged by the Head of Year 11 and the Raising Standards Leader working in conjunction with the careers team and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

Careers Guidance enables them to use the knowledge and skills to make decisions about education and the world of work that are appropriate for them.

The programme is provided to students and students through:

- The PSHE curriculum via targeted lessons;
- Tutor activities;
- Careers interviews;
- Drop down days
- Careers presentations and activities;
- Careers activities with employers;
- Guest speakers;
- The Work Experience programme;
- Attendance at Careers Fairs;
- University Visits;
- Apprenticeship talks
- Access to a wide variety of resources including Unifrog.
- 1:1 Independent Careers Advisor guidance.

KEY STAGE 3: At Key Stage 3 students begin their interaction with careers with an introduction to Unifrog, careers terminology and throughout this key stage, students consider their future careers and have the opportunity to research jobs which may be of interest to them. They are, also, encouraged to use Unifrog to record their own competencies/employability skills and any activities which can be beneficial for their future job applications. In Y9, in particular, students begin to think about their futures as part of the subject preferences process and engage in STEM learning activities which help to challenge stereotypical assumptions around gender. They also have the opportunity to speak to engage with external providers such as Silverstone Park as part of the Y9 Inspiration for Innovation programme.

KEY STAGE 4- As students start their examination courses they begin to think about their future employment in form time sessions, and PSHE Lessons. Throughout KS4 students are supported in developing their CVs and are given advice on future interviews as part of their work in. All year 11 students take part in guidance interviews with a careers adviser to discuss Post 16 options and have further support from a qualified independent careers

advisor later in the year. Our local FE colleges also attend the careers fair to give an overview of courses on offer.

KEY STAGE 5- At Key stage 5 students continue to use Unifrog to look at university courses and all Year 12 students take part in a visit to a local university. In addition to this, speakers are regularly invited into school as part of the assembly programme to give information about relevant careers, degree apprenticeships and university courses. They can use Unifrog to search for courses at the next stage of their career. All students attending university are fully supported in making UCAS applications.

### CAREERS AND SEND PROVISION

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to aim to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

No information will be given to students without SEND that is not also offered to our students with SEND.

Every student with SEN follows the same programme of careers as their peers, with adaption and support from the SEN team where appropriate. Since the careers programme at Kingsthorpe College is primarily focused on individual choice and personal aspirations it is tailored for young people's needs naturally. Before the options process to enable early identification of any needs and necessary adaptations, as well as to recognise the careers aspirations of young people with needs. Where any extra intervention is deemed necessary, they are prioritised for a careers appointment with the Careers team. If an issue should arise at a later date, as soon as it is recognised the SENDCO requests that the Careers team organises a further one to one. Students can also self-refer and form tutors are also able to raise concerns. If a student has an additional need that current provisions cannot fully address advice will be sought from the National Careers Service, for guidance on providing the best support. The SENDCO meets with parents/carers of students to discuss option suitability where their need is likely to have an impact on their choices during the option process. The SENDCO supports the development of work experience placements, ensuring that providers are aware of individual needs, highlighting any considerations that need to be made and promoting a positive experience.

### LINKS WITH THE GOVERNING BODY

All changes to the careers policy are approved by the college governing body and they are regularly informed about the progress of the careers programme via visits to the college and reports/presentations delivered by the SLT Careers link. There is a Careers Link Governor who meets regularly with the Assistant Headteacher.

### EXTERNAL PARTNERSHIPS

Independent Careers Advice:

LEBC are employed to provide third-party independent careers advice to students.

### Employment partnerships:

Firm links have been established with SEMLEP the South East Midlands Local Enterprise Partnership and a range of employers. Employers visit the college to run work related activities with students and to speak to students about a range of employment sectors; who represent the Silverstone Business Park. Students in Post 16 are also encouraged to volunteer within the local community.

### Apprentice partnerships:

There have been recent developments with employers offering apprenticeships and information is shared with students about available apprenticeships via the Careers advisor. In addition, employers offering apprenticeships visit the school to facilitate work related learning and speak to students about opportunities within their companies and sectors;

### Further and Higher Education Links:

Strong links exist with local further education universities/colleges, including University of Northampton, Northampton College, Moulton College and training providers, such as SEMLEP and . We have a close relationship with several universities throughout England and each year.

### Resources

Funding is allocated in the annual budget planning round in the context of whole college priorities and particular needs in the CEIAG area. The with oversight of CEIAG is responsible for the effective deployment of resources.

- The sixth form study area also contains prospectuses and career-related publications.
- Access to ICT for staff. All staff also have access to Unifrog to support students in finding appropriate university courses and apprenticeships.
- Budget provision – funding is provided annually from the capitation budget.
- Monitoring, review, evaluation and development of CEIAG

Our partnerships are reviewed regularly. The following provision is reviewed by the PSHE Coordinator and the senior leader with oversight of CEIAG:-

- Annual review of partnerships with SEMLEP.
- Developmental activity is identified annually in the College Development Plan.
- Feedback on the effectiveness of the CEIAG programme is sought through focus student questionnaires. Resulting action points then feed into the following year's planning process to ensure they are addressed.
- Termly update of Compass+
- We aim to gather regular feedback from students/parents/carers/staff and external partners in the form of surveys.

### SAFEGUARDING

To ensure that students are safe during visits, trips, placements etc. Any placement which does not hold ELI and which has not been Health and Safety checked for the period of the event will not be approved. In addition, the college cannot support placements with sole traders or single employees.



## Roles and Responsibilities

Mr Mike Hobbs - /Careers Leader

Briony De-Wit – SLT Careers Link

Heads of Year

Independent Careers Advisor - LEBC

## Appendix 1 - Work-Related Learning and Careers Education, Information and Guidance Statement of Entitlement

As a student at Kingsthorpe College, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect:

- access to a planned programme relevant to your year group
- access to a qualified impartial and independent careers adviser for personalised advice and guidance during their time
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to take part in activities which challenge stereotyping and raise your aspirations
- to develop skills and qualities to improve your employability
- to be well prepared for different transitions
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice
- also, to not have limitations imposed on your aspirations based upon your social, economic or ethnic background

## ALL STUDENTS WILL:

### By the end of Key Stage 3:

- Begin to develop an awareness of your individual skills, strengths and in relation to post 16 pathways and future career goals.
- Be able to access careers resources via Unifrog
- Receive careers information and on-going support from staff such as your Tutor.
- Take part in the Year 9 Options Evening where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4

#### By the end of Key Stage 4:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through tutor group, PSHE time and collapsed days.
- Be offered at least one individual appointment with a careers advisor to receive independent, impartial careers advice.
- Devise an action plan towards your career goals.
- Have listened to talks on different careers.
- Have been given the opportunity to speak to representatives from various sectors of the world of work.
- Have produced and reviewed a curriculum vitae.
- Have written a formal letter, e.g. covering letter.
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options.
- Develop presentation and interview skills.
- Be able to access careers information and resources via Unifrog
- Have visited or spoken to representatives of further or higher education institutions, such as universities.
- Have opportunities to evaluate individual achievements e.g. Parents Evenings, rewards assemblies.
- Be encouraged and guided to undertake work experience.

#### By the end of Key Stage 5:

- Participate in an enrichment and tutorial programme focused on your personal development.
- Have had the opportunity to set targets and review your progress through Parents' Evenings and on-going support from your tutor and subject teachers.
- Develop independent research skills.
- Have had the opportunity to meet university representatives.
- Have had the opportunity to meet apprenticeship providers.
- Have been given the opportunity to visit universities.
- Have been given the opportunity to volunteer or take part in work experience.
- Understand the UCAS process and be able to research different universities and courses using online resources.
- Have information and support with financial planning for university, work and training.
- Write a personal statement for a UCAS or job application.
- Have been mentored through the university application process or supported with job or training applications.
- Have access to information on how to apply for internships, sponsorships or Gap Year placements.