



Lampton School

Policy for Careers Education, Information, Advice and Guidance

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Governing Body Committee: **HR & Finance**

Link Governor: **Edward Locke**

Policy for Careers Education, Information, Advice and Guidance (CEIAG)

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Section 1

1.1 Policy Statement

□ INTRODUCTION

Rational for CEG

A young person's career reflects the progress they make in learning and work. It is part of the inclusion ethos of Lampton School all learners need a planned programme of activities to: help them choose 14-19 pathways that are right for them; make well informed and realistic careers choices; manage their careers; sustain employment and achieve personal; and economic wellbeing throughout their lives.

Commitment

Lampton School recognises that it has a responsibility to provide careers education in Years 7-13 and a duty to provide learners with access to impartial careers information, advice, guidance in years 8-13 (Section 29 Education Act 2011, section 42A, Part VII of the Education Act 1997 and the September 2013 statutory revision, also reference to The Statutory Guidance for Governing Bodies, School Leaders and School Staff). It is committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners in Years 8-13, to provide extra support as required, for vulnerable learners and young people with learning difficulties and disabilities.

Lampton School endeavours to follow best practice guidance from the careers profession, Futures and other expert bodies such as Ofsted and Government departments that might appear from time to time.

Lampton School is committed to achieving the eight Gatsby Benchmarks by December 2020

Development

This policy was developed and is reviewed biannually in discussion with teaching and teaching support staff, learners, parents, governors, advisory staff and Hounslow Careers Service (Connexions).

□ OBJECTIVES

Learners' needs

The careers programme is designed to meet the needs of learners at Lampton School. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school.

Entitlement: How is student entitlement outline shared with students?

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff employed by The Academy, monitored by the Link Governor and which meets professional standards of practice.

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.

□ IMPLEMENTATION

Management

The Head of PSHE will co-ordinate the careers education programme and is responsible to the Assistant Head for Operations. This area is supported by a link Governor. Work experience is planned and implemented by Sparks, who work closely with the Head of Careers and PSHE. Careers learning will be delivered through assemblies, parent evenings, curriculum subjects, careers events and careers lessons in PSHE. To ensure the careers education programme is accurate, up to date and meets the needs of all learners, the Head of Careers and PSHE will work closely with the Raising Achievement Leader and the Head

of Gifted and Talented, to annually review and develop the careers education guidance programme.

Staffing

All staff will contribute to CEIAG through their roles as tutors and curriculum subject teachers. Specialist sessions are delivered by the PSHE team. The CEIAG programme is planned, monitored and evaluated by the Head of PSHE in consultation with the senior leadership team. Careers information is available in the School Library which is maintained by the Library Manager in collaboration with the Head of Careers and PSHE and the Careers Advisors.

Curriculum

The careers programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities, mock interviews, careers fairs, work-related learning (including one weeks' work experience either in year 10 or year 12), and individual learning planning/portfolio activities. Careers lessons are part of the school's PSHE programme. Other focused events, e.g. a further/higher education fairs are provided at different times of the year. Work experience preparation, debrief and evaluation take place in PSHE careers lessons. Pupils' views are collected using discussion groups and evaluation questionnaires.

Assessment and accreditation

The intended career learning outcomes for learners are based on Lampton School PSHE modes of assessment. Years 7-13 and will be assessed by a variety of methods: Throughout the Academy careers education at KS3 will be assessed through PSHE based on Lampton School's "life without levels" criteria; In years 10 and 11 careers will be assessed using Lampton School PSHE assessment criteria. In years 12 and 13 careers will be self assessed by students.

Impartial Careers Advice

Lampton School will employ the services of careers advisors employed by Hounslow Borough Council. These advisors will all have QCF Level 6 Diploma in Careers Guidance and Development. They will be a member of the Institute of Careers of Guidance and work within the 'Ethical Framework Principles' and adhere to the 'Codes of Practice'. (Ref: www.icg-uk.org/code_of_ethics.html). All careers guidance will follow the Statutory requirements of:

- Impartiality
- Independence
- Competence
- Sufficiency

A monitoring process will be conducted by the link Governor to ensure the advice fulfils these requirements.

All pupils in years 10, 11, 12 and 13 will be entitled to at least one face to face interview with a careers advisor, in year 9 advice and support will be targeted at pupils who are on the SEND register, on the Pupil Premium register and who are underachieving according to Lampton School's current expectations for that student.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the careers education guidance area. The Head of Careers and PSHE is responsible for the effective deployment of resources. The school website features access to the careers programme.

Staff development

Careers staff will attend all relevant CEIAG training opportunities and network meetings, where possible, to update knowledge and skills and disseminate information relating to

CEIAG throughout school by way of meetings, briefings and staff training. They will be aware of current labour market trends both locally and nationally.

Staff training relating to careers will be identified by the careers advisors in conjunction with the Head of Careers and PSHE, and co-ordinated by the member of SLT in charge of staff development. All training needs will be placed on Bluesky and all absence requests for training will follow the procedures as set down in the professional development policy.

Monitoring, review and evaluation

The school analyses pupil destination information, feedback from students, employers, parents and carers to inform its CEG programme.

The Head of Careers and PSHE will report to link Governor annually, evaluating the effectiveness of careers provision and how the process could be improved. We will also be evaluating our progress towards the Gatsby 8 Benchmarks by using "Compass: Careers Benchmark Tool" supplied by the Careers and Enterprise Company.

Key Staff

Head Teacher: Stephen Davies

Link Governor: Edward Locke

Head of PSHE: Faye Jones

Careers Lead: Faye Jones

Assistant Head Teacher for Operations: Jason Hermon

Raising Achievement Leader: Ashmi Kapila

Head of Gifted and Talented: Eleanor Smith

Head of Year 11: Tachiona Njovana

Work Experience and Mock Interview Coordinator: Sparks

Librarian: Elizabeth Ellis

1.2 Student Entitlement and Academy CEIAG Framework of Delivery

Principle 1: Empowers young people to plan and manage their own futures

- 1.1 Are able to investigate opportunities for learning and work on their own;
- 1.2 Are able to interpret information and to identify partiality and bias;
- 1.3 Make challenging but realistic plans for their future learning and work;
- 1.4 Recognise barriers to the achievement of their plans and understand how these can be overcome;
- 1.4 Are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances;
- 1.5 Feedback that they have the skills that they need to plan and manage their careers.

Principle 2: Responds to the needs of each learner

- 2.1 Understand what motivates them, their strengths and their learning/work preferences;
- 2.2 Know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs;
- 2.3 Understand the skills and qualifications that they need to pursue their ambitions;
- 2.4 Influence the design and delivery of careers education/information and advice services;
- 2.5 Feedback that they have received personalised support that they have needed to make informed choices.

Principle 3: Provides comprehensive information and advice

- 3.1 Understand the opportunities afforded by, and are provided with easy access to:

- Careers advisors;
 - the local 14-19 prospectus for all local education institutions;
 - Apprenticeships Vacancies On-Line
 - other information sources used locally
 - the transition support team (for young people with special educational needs and disabilities)
 - To local employers through visits and employers coming into Lampton School.
- 3.2 Understand the full range of learning opportunities open to them within Lampton School and elsewhere (including at local colleges and with work based learning providers);
 - 3.3 Understand the opportunities for progression to further learning afforded by each course/pathway, including to higher education;
 - 3.4 Understand the work opportunities and rewards afforded by each course/pathway;
 - 3.5 Understand the opportunities afforded by self-employment;
 - 3.6 Know how to access information about community and voluntary opportunities;
 - 3.7 Understand, and are able to claim, the financial support they are eligible to receive to support their learning;
 - 3.8 Understand the concept of labour markets;
 - 3.9 Are aware of opportunities within local, regional and national labour markets;
 - 3.10 Understand their rights and responsibilities at work;
 - 3.11 Understand the benefits of Trade Union or professional association membership for all workers;
 - 3.12 Feedback that they have had the information and advice that they have needed to make informed choices.

Principle 4: Raising aspirations, achievement and contribution

- 4.1 Have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or 'taster' sessions and through visits to employers, work based training providers, universities, etc.);
- 4.2 Set challenging but realistic learning and work goals;
- 4.3 Understand the benefits of economic independence;
- 4.4 Have positive expectations of work;
- 4.5 Understand the benefits of remaining in learning (including in further education, apprenticeships, other jobs with training and higher education);
- 4.6 Recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete;
- 4.7 Feedback that they are excited by, and committed to, further learning.

Principle 5: Actively promotes equality of opportunity and challenges stereotypes

- 5.1 Are able to recognise and challenge stereotypical views of opportunities in learning and work;
- 5.2 Understand that stereotypical decision making can have financial implications;
- 5.3 Consider learning and work options that are not generally associated with their school;
- 5.4 Consider learning and work options that are not traditionally associated with their gender, sexual orientation, ethnicity, faith, learning or physical ability, cultural or socio economic background;
- 5.5 Make successful transitions when they choose non-traditional opportunities;
- 5.6 Feedback that they recognise, and reject, learning and work stereotypes.

Principle 6: Helps young people to progress

- 6.1 Understand the relevance to their future lives of each part of the curriculum
- 6.2 Understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum;

- 6.3 Understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options;
- 6.4 Can follow applications procedures and prepare for interviews;
- 6.5 Understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12, and know how to access this offer;
- 6.6 Understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living;
- 6.7 Understand the Common Application Process and are able to use it as required when applying for post-16 provision;
- 6.8 Progress smoothly into further education/training or employment after leaving school;
- 6.9 Feedback, after leaving school, they are satisfied with the decisions they have made.

Section 2 Policy Aims and Delivery

Section 2.1 Careers Delivery Staff/All School Training

For those delivering careers education, information, advice and guidance.

The Head of PSHE will provide access to training, supply, explain and provide materials for the delivery of careers in PSHE. The Head of PSHE along with a Careers Advisor will be available at Parents evenings from year 9 to offer advice and support to parents and students about careers options.

The whole school staff will receive regular updates and information about careers.

2.2 Careers Delivery

The Head of Careers and PSHE will co-ordinate the careers education, information, advice and guidance for KS3 and KS4. The Head of Sixth Form will co-ordinate careers in the sixth form.

The Head of PSHE will be responsible for allocating time given to careers within the whole PSHE programme. All careers delivery will be co-ordinated and communicated effectively to ensure the quality standards are at the highest levels.

2.3 Academy Curriculum Development in relation to careers

The Lampton School is continually striving to develop the whole school curriculum to offer a wide variety of academic and vocational courses that are fit for purpose and facilitate for every individual students' learning style and ability. Curriculum subject teachers will be required to develop and deliver careers lessons that promote and links careers to their subject area.

2.4 KS 4, Post 16 and 19 Options

In Year 9, students will be required to make decisions about subject option choice for study in years 10 and 11. An options booklet containing information about the subject offers and the process will be given to each student to take home. Impartial information about KS 4 options can be accessed through the careers link on the school website. Year 9 students will be offered 1 to 1 careers interviews with the careers advisor on request to discuss their options in relation to their academic ability, personal skills and learning styles.

The priority for careers advice in KS3 and KS4 will be on pupil premium students, students on the SEND register and potential NEET's. The focus of the Careers Advisor will be as follows:

- Autumn term the focus will be on Year 11 students;
- Easter Term the focus will be on Year 9 students;
- Summer Term the focus will be on Year 10 students.

Lampton School actively encourages parents/carers to play an important role in supporting their child in exploring career ideas before making options choices. Careers information sessions will be available at the year 9 and 11 parents evenings.

Information, advice and guidance is provided throughout the option process but ultimately the choice of subjects is the students', The Academy will try to facilitate this within the constraints of the timetables and availability.

Note: The school curriculum offer changes annually in line with the School Improvement Plan.

In Year 11 students will be required to make decisions about their post 16 options. They will be provided with information about the sixth form options at Lampton School, along with impartial information advice and guidance on the learning pathways and options with other post 16 providers. Careers information sessions and 1 to 1 interviews are offered to all students in year 11. There will be a drop-in service available at year 11 Parents' evening for parents and students to discuss their post-16 options.

As part of PSHE taught throughout KS4, year 11 students will be constantly updated with careers information and employability skills: CV writing, Covering letters, interview skills, application form writing and current changes within the local labour market.

In years 12 and 13 careers advice will be available on a in drop basis at certain times of the week to all students, although the Careers advisors will specifically target those who are lacking in focus or not intending to go into Higher Education. All year 12 and 13 students will be entitled to at least one careers interview.

2.5 Work Experience

All year 12 students will be encouraged to take part in one week's work experience in the summer term (from 2019). Using Sparks, students will be encouraged to choose realistic and aspirational to give them a greater understanding of the world or work and a greater grasp of careers opportunities locally.

Funds from Pupil Premium will be made available to enable those who are on the Pupil Premium register to have the costs of their work experience paid. Students on the Pupil Premium list will also be entitled to funding towards any reasonable additional costs incurred in travelling to their work placement.

2.6 Transition support

Lampton School will deliver information, advice and guidance on progression opportunities in relation to learning and work by inviting partners' colleges, training providers and others into the Academy and arranging external visits.

We will support with Key Stage 4 and post-16 subject choices on long term work and career options. *See 2.4 and 2.5*

Support will be provided to pupils prior to key transition times by the Careers Advisors, School staff, statutory agencies and other partners. Students who are in danger of becoming potential NEET's will be highlighted at the end of year 10 by the progress leader, and additional support put in place from the Independent Careers' advisor and outside agencies to enable them to secure a place at a suitable further education institution of their choice or on an apprenticeship.

Support for vulnerable young people in the success centre will be organised by Head of Inclusion and the Head of PSHE and actioned, where appropriate, by the Independent Careers' Advisor.

Support for students who are on the SEND register will be commissioned by the SENCO and Head of PSHE in consultation with outside agencies where appropriate, and actioned, where appropriate, by the Independent Careers' Advisor in consultation with the above.

The Head of PSHE will meet with year 10 and 11 Progress Leaders to review the career aspirations of looked after children to ensure all are aiming high and they make suitable post 16 and 19 choices. This may be in consultation with outside agencies, such as social services, and actioned by the Independent Careers' Advisors.

Support for vulnerable groups and their post 16 career outcomes will be monitored by the Link Governor.

Continued support will be provided to pupils during and after transition and on request up to two academic terms after they leave Lampton.

Students will be asked to provide feedback after leaving school, to show that they are satisfied with the support they have received and the decisions that they have made.

Feedback will be analysed and used to develop The Lampton School's CEIAG programme.

2.7 Parent/Carer Involvement

Parents and Carers are made aware of careers education guidance and related events and visits internal and external to the school, through parents/carers information evenings, open days, letter and the school website.

Parents/Carers are invited to discuss their child's progress under Lampton School's reporting system.

During Year 9 options and Year 12 Work Experience parents/carers are encouraged to support their child in decision making with schools' support.

Refer to 2.4 and 2.5.

The school brochure has a brief section on the Academy's policy/aims of careers education. At annual career events parents/carers will be asked to complete evaluation and feedback questionnaires. This information will be used by the Head of Careers and PSHE to monitor careers education and guidance and to update the careers delivery plan.

2.8 Student Involvement

Students will be involved in a variety of career related activities as directed by the Head of Careers and other staff as appropriate. These activities may take place in form time, drop down days etc:

A feedback or comment facility is currently under development and will be available by December 2020.

Students are encouraged to give feedback and complete evaluation sheets.

The School Student Council will be consulted on a variety of career related issues.

2.9 Partnership Working

In careers based PSHE lessons Lampton School will ensure that students understand the full range of learning opportunities open to them within the school and elsewhere by working with local colleges and work based learning providers.

Employers and visitors will be invited and encouraged to be actively engaged in information giving and sharing of job roles, employer expectations and concept of Labour Market Information (LMI). Specialist organisations will be sought to deliver sessions within Lampton School's Career's fairs.

2.10 Whole School Approach

Copies of the school's policy document will be kept on Lampton School's Intranet.

PCD work includes the aims for careers guidance units and careers material

in addition to a suitable written explanation of the material.
A copy of the CEIAG curriculum delivery will be kept by the Head of Careers and PSHE.
Information and changes are recorded and the policy document updated biannually.

2.11 Monitoring, Review and Evaluation

This will mainly be achieved through the processes of recording students' achievement and post 16 destinations.

An evaluation of work experience will take place each year; this will include the percentage of students who undertook placements, the quality of the placements based on staff visit reports and the suitability of placements based on student feedback. All students who are entitled to Pupil Premium support will be able to have their work experience registration fee paid from Pupil Premium funds. The results of these placements will be reviewed annually. An annual evaluation of the mock interview process will include feedback from employers on the general preparedness of the students for the interviews and student feedback on how they feel their interviews went. All feedback will be used to improve future provision within the Academy.

All evaluation outcomes will be used and reflected in future plans.
Completion of careers tasks within lessons, projects and homework will be monitored by the appropriate/nominated staff.

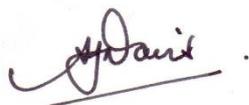
Student self-assessment is also used to help with target setting. An annual audit and review of careers education and the guidance provided by staff in school will be undertaken by the Head of Careers and PSHE as a whole Academy task.

The Link Governor will monitor the destination outcomes of vulnerable groups of students: potential NEETS, SEND Students, Pupil Premium Students and Looked after Children.



November 2019

Signed by: Chair of governors



November 2019

Signed by: Headteacher