

Careers, Education, Information, Advice and Guidance Policy

Dane Court Grammar School



Approved by:

Date:

Last reviewed on:

Next review due by:

This Policy links in to and should be read in conjunction with our following policies:

- Equality information and objectives Policy
- Other relevant policies

Our Philosophy

The School's mission is *'to develop knowledgeable and caring young people who help to create a better and more peaceful world.'* The school aspires to educate, in partnership with parents and pupils, inquiring, well informed and compassionate citizens who will go on to make a better world by occupying positions of responsibility and influence.

Careers education, information and guidance (CEIAG) is a key component in delivering this mission, where, through a planned programme of careers activities from Year 7 through to Year 13, students leave equipped with the skills, attitudes, knowledge and understanding to manage their lifelong career and learning so that they are as prepared as possible for their adult life in the real world.

The provision of CEIAG at Dane Court Grammar School has been developed in order to ensure an outstanding CEIAG as outlined in the Education Act 2011, the Gatsby benchmarks and the Government's 'Statutory Guidance 2018'.

Statement of entitlement

All students from Year 7 upwards are entitled to CEIAG which meets professional standards, as outlined in the Gatsby benchmarks, Quality in Careers standard and the 2018 Statutory Guidance, which is personalised and impartial.

The careers programme is designed to ensure a progressive and individually tailored development of careers skills, knowledge and understanding in all students. The aim of the programme (which is detailed in Appendix 1) is 'Inspire' at Key Stage 3, 'Allow planning' at Key Stage 4 and 'Ensure focussed and appropriate action' in Key Stage 5.

In all years CEIAG should provide students with a focus to encourage them to gain outstanding academic results and to enable them to succeed in their chosen career path.

Aims and Objectives

1. To develop in students:
 - an awareness of the available ranges of higher educational, vocational, apprenticeship and training opportunities.
 - an awareness of the routes and levels of entry into and awareness of the impact of technological and economic changes on work and higher educational, vocational, apprenticeship and training opportunities.
 - an understanding of the occupational patterns in a fast changing world and how this might affect future employment.
 - the ability to manage transition and change within and between education, training and occupations. To this end student should appreciate and understand the differences between school and work and the potential challenges of starting work.
 - the ability to challenge those traditional attitudes that encourage stereotyping and prevent the promotion of equal opportunities.
 - an appreciation and understanding of where, how and from whom Careers information can be

obtained and the range of services offered by the support agencies.

2. To develop in students, parents and carers an awareness of the requirements and routes both academic and non-academic, for certain careers and further education. This can lead to students setting targets and developing a purpose for their studies.
3. To reinforce and develop positive attitudes and values in the students and thereby enhance their personal and social development:
 - to recognise and appreciate individual values, priorities, strengths and weaknesses, interests and abilities in oneself and others.
 - to raise awareness and understanding of ethnic and cultural differences.
 - to appreciate the need for a critical evaluation of aims in life and the need to constantly evaluate aims in life and the need to constantly evaluate progress.
 - to appreciate the need for adequate safety precautions.
 - to develop self-awareness, self-confidence and the ability to work with others.

Management, Staffing, and Resources

The 2018 Statutory Guidance requires all schools to have a Careers Leader who has overall strategic responsibility for CEIAG. At Dane Court Grammar School this role is fulfilled by the Careers Leader, Assistant Head for PSHE/SRE and the Governor with responsibility for Careers.

Funding for the CEIAG programme is allocated in the annual whole school budget planning process and the effective deployment of these resources is the responsibility of the Careers Leader.

The delivery of the careers programme is the responsibility of all staff and in particular:

- **Careers Leader:** Develops and manages all aspects of the Careers Strategy at the school.
- **Year Leaders in charge of KS3 and 4:** They are actively involved in all aspects of careers throughout the year.
- **Year Leaders in charge of 5:** They are actively involved in all aspects of careers, particularly UCAS throughout the year.
- **Head of sixth form:** Runs the mentoring schedule for KS5, incorporating the PSHE and Careers modules within this.
- **PSHE/SRE teachers:** They run the careers topic lessons within the 'wider world' lessons for years 7, 8, 9, 10 and 11
- **ICE teachers:** They run the careers topic lessons within ICE for years 7, 8, 9, 10 and 11
- **Teachers:** All teachers see Careers as a key part of their normal lessons.
- **External Partnerships:** The school employs Education Business Partnership Kent to provide impartial, independent careers interviews to all students in KS4 and 5, and as needed in other years. In addition the school works closely with The Education People to develop the CEIAG provision, as well as other schools in the Coastal Academy Trust.

Staff development

All staff involved in CEIAG attend courses throughout the year to ensure their knowledge and skills are of the highest quality. Where appropriate, professional qualifications will be funded by the school, such as the Quality in Careers Standard and Matrix qualification.

The CEIAG Programme

1. An in house Careers Centre (based in the Legacy Building), where staff are available to:
 - Run the careers ‘drop in’ centre, manage displays, careers resources and ICT facilities and provide help and information to students in KS3, 4 and 5.
 - Plan and organise the annual Careers Fair.
 - Plan and organise visiting guest speakers from industry, with input from Heads of Learning and Heads of Department.
 - Plan and organise visiting speakers and ex-student talks on Advanced, Higher and Degree Apprenticeships
 - Provide help on where to gain advice on UCAS, apprenticeships and other post 16 careers options.
 - Build links with local and national companies.
 - Provide resources and material to the Head of Skills 4 Life, for careers lessons in Years 7-13 e.g. writing CVs, interview skills, networking, skills development, the changing world of work etc.
 - Organise career interviews, with independent, outside, professionally qualified Careers Consultants Prospects, for students in KS3, KS4 and KS5.
2. Employing Prospects (professionals who are qualified in Careers Guidance Matrix level 6) for a minimum of 39 days a year to provide professional, independent careers interviews to KS3, KS4 and 5.
3. The Annual Careers Fair where over 60 professionals provide information on their career paths to Years 9-13.
4. Compulsory work experience for all Year 12 students and voluntary work experience for Years 10 and 11 in specific careers e.g. medicine;
5. Planned careers lessons within the Skills 4 Life timetable, including form time and assemblies covering:
 - KS3** (delivered in bi weekly lessons, assemblies, form time)
 - Understanding your skills and attributes
 - Exploring careers
 - Identifying techniques and sources of information about careers
 - Understanding what choices to be make for GSCE and A level in order to fulfil certain career paths
 - KS4** (delivered by in house and external led workshops, assemblies, lunchtime talks and form time)
 - Planning your future career path
 - Linking and understanding finance and careers
 - CV’s and Interview skills and worker’s rights
 - KS5** (delivered by in house and external led workshops, assemblies, lunchtime talks and form time)
 - Writing actual CVs, apprenticeship applications and UCAS personal statements
 - Student finance and personal finance
 - UCAS/apprenticeship/job support and advice
6. Regular talks by outside business professionals.

7. Students and parents/carers are kept informed of all careers information via the weekly parent/guardian newsletter, displays around the school, Google Classrooms with regular posts, announcements in mentor time and assemblies
8. CEIAG included in the year group curriculum evenings.

Monitoring, Review and Evaluation

All aspects of CEIAG are reviewed at least annually with a development plan included in the overall school development plan. In particular:

1. The Head of BESS meets with the Staff in the Sixth Form Centre weekly to discuss day to day business.
2. The Head of BESS meets bi weekly with SLT to discuss progress against that year's agreed plans for CEIAG.
3. An annual review of the CEIAG service provided is undertaken using the Quality in Careers Standard, Gatsby benchmarks and 2018 Statutory Guidance and the action plan resulting feeds into the school's development plan.
4. Each year the effectiveness of the service is reviewed with the aid of:
 - Statistics on NEET, destination of Year 11, 12 and 13 leavers
 - Direct feedback from staff, parents and students
 - Indirect feedback from students and parents via the annual consensus survey
 - The number and success of extra-curricular activities organised

Monitoring and Review

This policy is monitored and reviewed in line with changes in legislation. The next scheduled review is Summer 2021.

Appendix 1

Careers Programme through the years at Dane Court Grammar School

This is an indication of the typical activities that happen at the school, although the actual programme varies each year and we have not included all the careers related activities that also occur in students' day to day subject lessons. In addition to these activities aimed at students we run a programme of evening events in Years 9, 11 and 12 informing parents of as full a range of CEIAG as possible.

Key Stage 3

Year 7/8	Year 9
Assemblies introducing careers in December Careers Fair in January Skills for Life lessons where students look at the current jobs market and their own skills and attributes.	Assemblies introducing careers in December Careers Fair in January GCSE Options evening Skills for Life lessons looking at changes in the jobs market and where to find out about careers options for them.

Key Stage 4

Year 10	Year 11
Assemblies looking at post 16 options Careers Fair in January Optional Interviews with an independent careers advisor Optional voluntary work experience in holidays Workshops looking at pay and financial management Oxbridge Visits Development of individual Careers action plans	Assemblies on Post 16 options including higher apprenticeships and Oxbridge Careers Fair in January Compulsory Interviews with an independent careers advisor Optional voluntary work experience in holidays Lunchtime careers drop in sessions Lunchtime talks from business people about careers in their professions Lunchtime talks on higher and degree apprenticeships Careers workshop covering CV writing, networking and interviews. Interviews with Senior leadership team on A level options Oxbridge visits National Citizenship Service. Development of individual Careers action plans

Key Stage 5

Year 12	Year 13
<p>Assemblies on Post 18 options, getting a job post 18 and post university</p> <p>Assemblies on apprenticeships</p> <p>Assemblies on apprenticeship and graduate recruitment processes.</p> <p>Careers Fair in January</p> <p>Optional interviews with an independent careers advisor</p> <p>CV and interview skills workshops</p> <p>Student finance and financial management workshops</p> <p>Lunchtime careers drop in sessions</p> <p>Lunchtime talks from business people about careers in their professions</p> <p>Lunchtime talks on higher and degree apprenticeships</p> <p>Higher education evening</p> <p>UCAS workshops and advice on applying to universities</p> <p>Oxbridge visits and lunchtime Oxbridge preparation sessions</p> <p>Compulsory work experience</p> <p>Development of individual Careers action plans</p>	<p>Assemblies on Post 18 options, getting a job post 18 and post university</p> <p>Assemblies on apprenticeships</p> <p>Assemblies on apprenticeship and graduate recruitment processes.</p> <p>Assemblies on student finance</p> <p>Careers Fair in January</p> <p>Optional interviews with an independent careers advisor</p> <p>UCAS preparation sessions</p> <p>Managing your finances at university workshop</p> <p>Lunchtime talks from business people about careers in their professions</p> <p>Oxbridge mock interviews</p> <p>Preparation for University entrance exams One to one coaching on interview techniques etc. for students applying for higher and degree apprenticeships.</p> <p>Development of individual Careers action plans</p>