



Homewood School & Sixth Form Centre

LEARNING • RESPECT • BELONGING



CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY

Date approved by Governors
8th April 2019

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

CEIAG Policy

This policy will be reviewed every 3 years

DATE OF POLICY: APRIL 2019

DATE OF REVIEW: APRIL 2022

Member of staff responsible for Policy:

Principal & PT IAG & Sixth Form

Signed..... Principal

Signed..... Chair of Governors

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

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Homewood School and Sixth Form Centre. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

Aims and objectives

The Homewood careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students' readiness to take their next step in their learning or career.

Homewood School and Sixth Form Centre follows the principles of the Gatsby Benchmarks (see references). The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions into KS4, post-16 and post-18
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

Student Entitlement

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at Homewood, all students can expect:

- the support they need to make the right choices in Year 8, Year 11 and in Sixth Form
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons during tutor time from Y7 to Y13 covering options after school, the world of work, the job market and the skills needed for the future
- at least four meaningful encounters with representatives from the world of work; this could be through work experience, workplace visits, assemblies, careers talks (in or outside lessons), projects, specific lessons and the annual careers fair

- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and annual careers fair
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including form tutors, subject teachers and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment in year 10 and 12/13; this is available to students of any year group. A meeting with an adviser independent of the school can also be requested.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making.

Parents/carers can attend careers meetings, by prior arrangement, to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents/carers are invited into school to discuss their son/daughter's progress, on Parents Consultation Days. In readiness for these events, students' career aspirations are collected by form tutors to allow discussions around progress relating to next steps, career ideas and (in KS4 and 5) career planning, as well as academic progress. Representatives of the careers team will also be present to offer advice and guidance. In addition, specialist events for parents include Year 8 Options Evening (Year 8 parents), Sixth Form Open/Choice Evening (Year 11 parents).

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website/portal and social media. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

Delivery of the Careers Programme

Careers education

The content of the taught careers education programme is based around statutory guidance for Careers.

Years 7, 8 Discovery College

Key activities: Year 8 options choices

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the options process which takes place in Year 8.

By the end of Year 8, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work

- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting.

Year 9, 10 and 11

By the end of Year 11, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Have had at least four experiences of different workplaces
- Be interviewed by someone from the world of work
- Learn about the different Post-16 pathways.
- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a careers adviser.

Year 12 & Year 13

Key activities: Post-18 Applications, mock interviews and work experience In Year 12, lessons include post-18 options, covering both university and alternatives to university. Students are expected to arrange a minimum of five days work experience, with the support of the careers team.

In Year 13, students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options. By the end of sixth form, all students will have had the opportunity to:

- Use a range of resources (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities.

Career guidance meetings

A programme of small group and individual meetings will be arranged for all students in year 10.

All students at school can request an appointment with the careers adviser but, in practice, Year 10s, Year 11s, Year 12s and Year 13s are most likely to access the service. Students are identified for careers meetings based on need and through self-referral.

Needs-based referral

The referral procedure works as follows:

- Heads of College/Assistant Heads of College, FLOs, Form tutors, Sixth Form Team or SEND Team can identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- At the end of Year 10, form tutors priority rate any students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.
- Students complete their own careers questionnaire late in Year 10 where they're asked about their career and post-16 ideas. Students are also seen in small groups in Year 10 to discuss and explore the different progression routes where the careers adviser can identify students who might need further support.

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the careers adviser or via a Form Tutor, Assistant/Head of College. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.

The careers adviser will record action plans on the SIMS system at school. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is away or fails to attend, an alternative time will be arranged.

Career information

Career information is available through the careers library in the main school library (KIC), through relevant department displays and form tutors or through college/year group assemblies. The careers library includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. Online resources include the National Careers Service website and a range of reliable websites collated by the careers adviser.

External providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

Management and staffing

The Principal Teacher for Sixth Form and Careers IAG is responsible for taking a strategic lead and direction for careers work in the school, they attend conferences and network meetings to keep up to date with best practice and legislation. Working under the direction of the **Director of the Sixth Form** and working with the Assistant Heads and Heads of College, and the Careers Team. This position is the designated **Careers Leader** for Homewood School and Sixth Form Centre.

The Work-placement Co-ordinator administers the delivery of the careers programme, supports and administers all career-related activities and events and liaises with local and national businesses, organisations, colleges and universities to ensure students and departments have opportunities to interact and provide worthwhile experiences of work. Including the organisation of the annual careers fair.

The Careers Adviser is a Level 6-qualified Careers Adviser and a member of the UK Register of Career Development Professionals, they arrange, hold and keep record of all small group and individual careers meetings and plan and hold assemblies.

Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes all form tutors, subject teachers and college staff.

Staff Development

Form Tutors are introduced to the concepts, aims and programme for CEIAG at Homewood during INSET days and Twilight training. This staff development is further enhanced at College meetings. The majority of the staff development will be dealt with in-house, however the CEC will be used to provide additional resources and support with staff development.

Careers and Enterprise Company (CEC)

Homewood is an active member of the CEC Kent Network, this network is used to link with employers, businesses and other external agencies across Kent and wider. The school has an Enterprise Coordinator, and two Enterprise Advisors who aid the strategic careers planning and help broker practical careers links.

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students. The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, careers activities, careers fair etc.
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16 and post-18.

References

The Gatsby Benchmarks www.gatsby.org.uk/education/focus-areas/good-career-guidance
[The PSHRE programme](#)