

Careers Education Information Advice and Guidance Policy (CEIAG) (This policy has yet to be ratified by the Local School Board)

1.0 Hackney New School Mission Statement

Hackney New School is a learning community where our students have high aspirations for themselves and each other. We are creating a place of learning for each and every student in our care and nothing will stand in the way of this entitlement. All of our students have the right to grow into well-informed, confident individuals who are able to demonstrate independent learning and responsibility in their attitudes towards one another.

2.0 Policy links to school mission, aims and values

All of the work of Hackney New School is intended to support the delivery of our mission statement in full. This policy also links to the following statutory guidance:

- The Education Act 2011 - Statutory Guidance for Schools
- The Gatsby Benchmarks

3.0 Aims and purposes of the policy

- Improving student outcomes and raise aspirations
- Providing an entitlement to high quality careers information, advice and guidance which supports student progression beyond KS4
- Providing an entitlement to high quality careers information, advice and guidance which supports students to make positive choices for options at appropriate times
- Providing a wide range of wider careers activities
- Supporting students to ensure they remain in education, employment, or training and avoid becoming NEET.
- To inform and guide students, to support them to make effective and ambitious decisions about their futures
- To inspire students to achieve through access to work related activities and role models

Priorities for Careers Education, Information, Advice and Guidance (CEIAG) will be identified through a range of information, with due regard given to safeguarding issues, such as:

- Statutory requirements
- Student progress data
- Our self evaluation processes
- Feedback from students and parents
- Monitoring visits such as Ofsted, internal and external reviews, external consultants and quality standards such as Quality in Careers Standard
- National and local priorities

The Headteacher and the Leadership Group are committed to supporting the delivery of high quality CEIAG, giving high priority to the development of CEIAG practice by:

- Making explicit the expectation that staff will be reflective practitioners and committed to renewing and refreshing their knowledge and skills
- Demonstrating a commitment to sharing effective innovative practice and research
- Identifying high quality CEIAG activities that provide value for money and meet the needs of each student
- Enables effective mechanisms for measuring the quantitative and qualitative impact of CEIAG activities on student outcomes

4.0 Roles and Responsibilities

Careers Lead

The Careers Lead is responsible for CEIAG in the school. Their role is to plan and implement a strategy for an effective careers programme for the school, ensuring that all eight Gatsby benchmarks are met. They also have to ensure that young people are prepared for the choices and transitions in education, training and employment.

The Careers Lead is responsible for:

- Producing a careers and aspirations calendar annually to map CEIAG activities and monitoring for a broad and balanced approach to careers activities ensuring that all students achieve effective and timely careers interventions
- Planning and delivering key interventions both in school and off-site
- Providing up to date and relevant information to students around choices available
- Liaising with outside agencies and providers to enhance students' learning around careers and the world of work
- Providing 1-1 careers interviews to students to plan for their future
- Systematically recording and monitoring all careers activities and interventions
- Keeping up to date with changes in legislation and opportunities around careers education
- Producing reports systematically on careers interventions
- Delivering an effective work experience programme
- Assessing the impact and effectiveness of careers interventions and activities
- Working towards the Gatsby benchmarks

The Careers Lead is also accountable for the efficient and effective dissemination of outcomes from CEIAG activities by ensuring that:

- Records are kept of all interventions undertaken by staff and there is equity of access and involvement
- Systems for dissemination of good practice such as feedback to Year teams are effective
- Feedback from the Careers Collaborative and Hackney Learning Trust Meetings take place
- Effective dissemination of information from Local Authority Careers Service takes place

The Careers Lead will assess the impact of our CEIAG provision annually taking into consideration:

- The annual destinations report
- Student attainment and progress
- Effective option choices

- Completion of college applications
- Compass Tool by Careers Enterprise Company

Member of the Leadership Group

A member of the Leadership Group line manages careers. The LG member has the following responsibilities:

- Overseeing the work of the Careers Lead
- Systematically reviewing all careers interventions to ensure effective monitoring, recording and tracking
- Providing reports to the Headteacher on CEIAG at regular intervals
- Assessing the impact of CEIAG through various means including the annual destinations report, completion of college applications, effective option choices, participation in work experience
- Working towards and within the Gatsby benchmarks
- Ensuring that all students' needs are met in the career's calendar and that specific groups are catered for adequately (SEND, MAS, gender, PP, ethnicity)
- Briefing the Headteacher through half-termly meetings on the work in the CEIAG department
- Liaising with departments around careers in the curriculum

The Headteacher

The Headteacher has the following responsibilities:

- Ensuring the school's statutory duty around careers is fulfilled
- Ensuring there are sufficient resources deployed for CEIAG
- Ensuring appropriate training is in place for staff to fulfil their careers duty
- Ensuring there is equality of access and opportunity for all students in CEIAG
- Ensuring a member of the Local School Board is a link member for careers
- Publishing a policy statement setting out the arrangements for provider access and ensure that it is followed and is available on the careers section of the website

The Link Local School Board Member

There is a named link LSB member for Careers. The LSB member has the following responsibilities:

- Ensuring the school is compliant with CEIAG policy and statutory duties
- Liaising with the Leadership group member in charge of careers
- Looking closely at how careers is delivered in the school and reporting back to the LSB

The Local School Board

The LSB has the following responsibilities:

- Ensuring that all registered students at the school are provided with independent careers guidance from year 8 to year 11

- Ensuring that the independent careers guidance provided is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option AND includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that guidance given will promote the best interests of each student

5.0 Implementation

In 2014, Lord Sainsbury’s Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled “Good Career Guidance.”

The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of students
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The school works within the Gatsby Benchmarks and runs an annual audit against the standards to inform planning for the following year. See table below:

Gatsby Benchmark	Career Provision
1. A stable careers programme	<ul style="list-style-type: none"> ● The Leadership team will endorse the careers programme and it will have an identified and appropriately trained person responsible for it ● The careers programme will be published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it. This will be refreshed annually ● The programme will be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process through an annual survey
2. Learning from career and labour market information	<ul style="list-style-type: none"> ● Every student, and their parents, will have access to good quality information about future study options and labour market opportunities. Key information up to date information will be placed on our website annually ● We will do our best to ensure they have the support of an informed adviser to make best use of available information. The Careers Lead contact details will be published on the website to aid this
3. Addressing the needs of each student	<ul style="list-style-type: none"> ● The school recognises students have different career guidance needs at different stages. Opportunities for advice and support will be tailored to the needs of each student. The school’s careers programme will embed equality and diversity considerations throughout

	<ul style="list-style-type: none"> ● The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations through a diverse range of activities and opportunities. Monitoring processes will track this. ● The school will keep systematic records of the individual advice given to each student, and subsequent agreed decisions ● The school will investigate ways so that all students have access to these records to support their career development. This could be through a linked document on the Dynamic Progress Reporting Software ● The schools will collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school. This will be done through the services of our link careers partner Inspire ● The school will ensure that the advice given to each student is tailored to their individual needs and communicated in a suitable way ● The school will ensure that other relevant professionals are involved where relevant and practicable in supporting the CEIAG given to students. This could include SENDCo, LAC coordinator, MAS coordinator, Virtual School and Social Workers
<p>4. Linking curriculum learning to careers</p>	<ul style="list-style-type: none"> ● We will promote opportunities for teachers to link curriculum learning with careers. For instance STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. This will be done through individual lessons, the options evening and key weeks such as Geography Awareness week, Science week and the Careers Fair. ● By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
<p>5. Encounters with employers and employees</p>	<ul style="list-style-type: none"> ● Every student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace ● This will be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes ● Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer. This will be planned using the careers calendar and tracked and monitored systematically
<p>6. Experiences of workplaces</p>	<ul style="list-style-type: none"> ● Every student will have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks ● This will be fulfilled through a work experience opportunity in year 10 and further opportunities which become available such as industry visits and programmes. This will be mapped appropriately on the careers calendar
<p>7. Encounters with further and higher education</p>	<ul style="list-style-type: none"> ● All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace ● By the age of 16, every student should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students ● This will be facilitated through the careers fair, college open days, college visits and guest speakers. The CEIAG area of the library will have a range of prospectuses and linked material for students to access. There will also be a CEIAG notice board advertising open days

8. Personal Guidance	● Every student will have a one-to-one personal careers interview
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6.0 Communication

This information will be shared with students, parents and staff at appropriate times via the website, the staff handbook, through Parents' Evenings and appropriate curriculum activities.

Communication with Parents and Carers

- The Careers Lead will be available at key parent events including options evenings, KS4 parents' and information evenings.
- There will be careers coffee mornings with the Careers Lead for parents to drop in at strategic points in the school year
- Parents will be informed in writing of specific careers events involving their own child
- Careers events generally will be shared via the school newsletter and social media channels

7.0 Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular this policy relates to our working closely with Inspire, the Careers Collaborative, Hackney Learning Trust and Prospects.

We will promote our statutory duty to promote future pathways for our students through offering providers the opportunity to advertise their open days and admissions process on our careers notice board and careers section of our website. Interested providers should contact careers@hackneynewschoolcst.org

8.0 Links with other Policy Areas

This CEIAG Policy links with the following school policies:

- Equality Policy
- Behaviour Policy
- Safeguarding Policy and Early Help Policy
- SMSC (Spiritual, Moral, Social and Cultural Development)
- Attendance

9.0 Policy documentation control

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