



Soham Village College

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

(including Provider Access Policy)

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Staploe Education Trust
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Rationale for Career Guidance

Careers Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality Careers Guidance provision should include the following elements:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal Careers Guidance from a qualified adviser

These elements form the 8 Gatsby Benchmarks and are explained in more detail in Appendix 2.

The programme should also be regularly monitored, reviewed and evaluated using Compass self-audit tool, feedback from stakeholders and other external evaluation e.g. Quality in Careers Standard.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

Aims

Careers Guidance supports the school's overall vision through alignment with the School's Vision, Values and Aims. Through careers and work-related activities and employer interventions it will also:

- provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential
- provide advice and guidance which is in the best interests of the student
- encourage students to develop high aspirations and consider a broad and ambitious range of careers
- provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
- develop enterprise and employability skills including skills for self-employment
- support inclusion, challenge stereotyping and promote equality of opportunity
- encourage students to see career development as a life-long process
- aim to keep the recorded NEET % below the set maximum threshold of 2%

Soham Village College

- Soham Village College is a secondary school located in the heart of Soham in East Cambridgeshire
- It has approximately 1400 students on its role, aged 11 to 16 (no sixth form)
- Its key challenges from a careers perspective include:
 - rural location and subsequent impact on Post 16 options and employment opportunities
 - raising students aspirations
 - maintaining focus on reducing NEET %
 - obtaining consistently detailed destination data from Post 16 centres
- Student destination summary (figures are approximate and not specific to a particular year):
 - 22% Hills Road
 - 22% Long Road
 - 22% Cambridge Regional College
 - 13% West Suffolk College
 - 10% Oakes College
 - 11% Others

Destination Data is a key evaluation method within the Careers Programme. As well as recording, monitoring and evaluating the actual destinations of students shown above (% of students per cohort enrolling at each college), the number of students identified as NEET (Not In Employment, Education or Training) is also monitored.

NEET Target for the school = 2%

Actual NEET 2019 Leavers = 1.1%

Statutory duties

We will fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in Career Guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing the arrangements for training providers to access students on our website.

Publishing details of the careers programme that will be updated annually.

Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

Role of the Advisory Body

In line with Section 42A of the Education Act 1997, our advisory body must:

- Ensure all registered students of the school are provided with independent Careers Guidance from year 8 onwards
- Ensure Careers Guidance is presented in an impartial manner
- Ensure Careers Guidance includes information on the range of education or training options
- Ensure Careers Guidance promotes the best interest of the students to whom it is given
- Provide clear advice and guidance to the head teacher on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all students from Year 8 onwards, to ensure students are aware of the routes available to them at transition

The Board of Trustees delegates this to the Advisory Body who have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. The Advisory Body are encouraged to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement, which may in turn potentially lead to employers providing new, skilled individuals to serve on the Advisory Body. The Advisory Body should engage with their Careers & Enterprise Company Enterprise Advisor, who can help the school to develop its careers programme and to broker relationships between employers and the school.

Links with other policies

The Careers Guidance Policy is linked to the following policies:

- *SEND*
- *Safeguarding*
- *Child Protection*
- *Health and Safety*
- *Equality*
- *School Improvement plan*

Commitment

Careers Guidance is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority in this school.

Organisation, management and staffing

All staff contribute to Careers Guidance through their roles as tutors and subject teachers. The careers provision is managed by the SLT lead for Careers Guidance, and a careers team who have specific roles:

Miss Mary Wilcox, Assistant Head:	responsible for monitoring Careers Guidance provision and transition across the school
Mr Nick Oakhill, Careers Guidance Manager:	responsible for provision of a planned Careers Guidance programme
Mrs Susan Earnshaw, Careers Advisor:	responsible for coordinating and providing 1:1 Careers Guidance meetings
Mr Gary Heaney, PSHE Coordinator	leads the delivery of PSHE across all year groups

A designated careers-link Advisory Body Member, Mr Peter Palmer, has responsibility for overseeing the quality of the Careers Guidance provision. The school works with an Enterprise Advisor, Mr Matt Price (Head of Learning and Development at G's), on matters relating to strategy support, employer engagement work and employability skills, and is also supported by an Enterprise Coordinator from the Cambridgeshire and Peterborough Combined Authority.

Staff development and CPD

Staff within the careers team are CDI members, both are qualified to Level 6 in Careers Guidance and Development, and have access to and participate in training as and when required and appropriate. They also identify networking opportunities through stakeholder meetings, workshops, conferences etc.

For tutors and subject teachers, training needs are identified and delivered by a competent party when necessary. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff when appropriate.

Resources

The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD opportunities and commissioning of external sources
- Adequate staffing with appropriate training
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions

The budget is set annually following a spending review between Careers Manager, SLT lead for Careers Guidance and the Finance Team.

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

- **A planned scheme of work for Careers, Employability and Enterprise programme for Years 7-11.**

- **Employer Engagement and Work-Related Learning for Years 7-11**

The Careers, Employability and Enterprise learning curriculum (see Appendix 3) should meet the following learning outcomes:

- **Developing themselves through career and work-related learning education**
 - Self-awareness
 - Self-determination
 - Self improvement as a learner

- **Learning about careers and the world of work**
 - Exploring careers and career development
 - Investigating work and working life
 - Understanding business and industry
 - Investigating jobs and labour market information
 - Valuing equality of opportunity and diversity
 - Learning about safe working practices and environments

- **Developing career management and employability skills**
 - Making the most of guidance and support
 - Preparing for employability
 - Showing initiative and enterprise
 - Developing personal financial capability
 - Identifying choices and opportunities
 - Planning and deciding
 - Handling applications and interviews
 - Managing changes and transitions

(Taken from the CDI Careers, Employability and Enterprise framework 2018)

Personalised Opportunities

- **Access to a qualified specialist source of impartial Careers Guidance.** The Careers Advisor should maintain their own CPD and ideally be a member of a professional body such as The Careers Development Institute (CDI).
- **Access to individual information and advice for Years 8-11 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as, [National Careers Service](#) and [Amazing Apprenticeships](#)

Vulnerable Groups

The school recognises those students who have specific needs and will tailor any Careers Guidance provision accordingly. Staff dealing with these groups work closely with the careers team and external agencies to ensure every student is provided with the support they need in a way they can understand.

Employer Engagement

Employer engagement is proven through research as a way of raising aspirations, opening up opportunities and providing solid Careers Guidance for students. The school has a full and varied employer engagement programme which can be adapted each year to meet the changing needs of students and the local labour market.

Employers are identified through a range of methods – local knowledge from the careers team, use of parents and the Alumni, close liaison with the school’s Enterprise Advisor and Enterprise Coordinator, and other networking opportunities.

Employers engage with students in a range of ways – whole year assemblies, industry-focused workshop sessions, enterprise days, curriculum learning, site visits, and activities within National Careers Week. Alumni are used whenever possible to help reinforce the message behind each activity.

Outcomes: monitoring, review and evaluation

Activities in the careers programme and overall delivery of the careers provision will be monitored, reviewed and evaluated throughout the year in order to drive continual improvement and strive to consistently meet the aims of the programme. Methods used will include student and parent surveys, staff and employer feedback, destination data analysis, student aspiration monitoring and the use of benchmark tools, such as the Gatsby Benchmarks and use of the Compass audit.

The careers team are working towards the ‘Quality in Careers’ national standard and hope to achieve it by the end of 2020.

Partnerships & Stakeholders

The policy recognises the range of partners that support the careers provision within our school.

These include:

- County Council in respect of their provision of Destination Data and their Transition Team in provided specialised support for a targeted group of students
- The Skills Service provide a brokerage role between businesses, education and training providers in order to facilitate student experiences
- Liaison with all local post 16 providers and higher education institutions
- Local businesses and employers
- Training providers to help deliver specialist support, such as Form the Future, Future First and Volunteer It Yourself

Parents and carers

- Others, including National Citizen Service, Job Centre Plus, AIM Apprenticeships

Engaging with Parents / Carers

Our annual careers attitude survey (Activote) consistently demonstrates that students see parents and carers as a vital source of Careers Guidance and support. The school must therefore ensure

they maintain an open dialogue with parents and carers when it comes to informing and supporting them in relation to Careers Guidance, so they can fully support their children.

Parents are introduced to the careers provision during Year 7 through an information letter about the service. This message is reinforced through the years through careers stalls at parents' evenings, a Post 16 Information evening, use of parents for careers events such as mock interviews, regular use of Twitter and communication using letters and emails, and articles in whole school newsletters and the career team's own termly newsletter. The careers website is kept up to date with relevant news and resources, and parents and carers are regularly reminded of its presence and directed to it.

All parents are surveyed about the careers provision every two years, and each year the parents and carers of Year 11 students are surveyed about the support and advice they and their children have received over the previous 18 months.

Communication

An effective communication plan is required to ensure students, parents, employers and other partners are fully aware of the school's careers provision. This is achieved through:

- Email/letters
- Assemblies
- Student bulletin
- Careers website
- Parents/Information Evenings
- Twitter
- Newsletters (school and career team's own)
- Face to face meetings

The school is required to publish a Provider Access Statement which sets out our arrangements for allowing any education provider wishing to inform students about all pathways available to them. This statement is on the school's careers website and also attached at the end of this policy.

Policy Review

Policies will normally be reviewed on a 3-year cycle unless otherwise stated. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.

Appendix 1: Learners' Entitlement

A statement for students about what they can expect as part of the offer.

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained professional within school
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

Appendix 2: The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	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.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Appendix 3: The CDI Framework for Careers, Employability and Enterprise Learning (2018)

The Careers Development Institute (CDI) has developed this framework to use for planning learning outcomes for Developing careers provision.

A. Developing yourself through career and work-related learning education

Elements of learning	KS3	KS4
A1. Self-awareness	Describe yourself, your strengths and your preferences	Recognise how you are changing, what you have to offer and what's important to you
A2. Self-determination	Be able to focus on the positive aspects of your wellbeing, progress and achievements.	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way
A3. Self improvement as a learner	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.
B1. Exploring careers and career development	Describe different explanations of what careers are and how they can be developed.	Discuss the skills involved in managing your own career
B2. Investigating work and working life	Give examples of different kinds of work and why people's satisfaction with their working lives can change.	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction
B3. Understanding business and industry	Give examples of different business organisational structures	Explain different types of business organisational structures, how they operate and how they measure success
B4. Investigating jobs and labour market information	Be aware of what labour market information (LMI) is and how it can be useful to you	Be able to find relevant labour market information (LMI) and know how to use it in your career planning
B5. Valuing equality, diversity and inclusion	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues
B6. Learning about safe working practices and environments	Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	Be are of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices
C1. Making the most of careers, information, advice and guidance	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services
C2. Preparing for employability	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Show how you are developing the qualities and skills which will help you to improve your employability
C3. Showing initiative and enterprise	Recognise when you are using qualities and skills that entrepreneurs demonstrate	Show that you can be enterprising in the way you learn, work and manage your career

Elements of learning	KS3	KS4
C4. Developing personal financial capability	Show that you can manage a personal budget and contribute to household and school budgets	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you
C5. Identifying choices and opportunities	Know how to identify and systematically explore the options open to you at a decision point	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal
C6. Planning and deciding	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Know how to make plans and decision carefully including how to solve problems and deal appropriately with influences on you
C7. Handling applications and selection	Know how to prepare and present yourself well when going through a selection process	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success
C8. Managing changes and transitions	Show that you can be positive, flexible and well-prepared at transition points in your life	Review and reflect on previous transitions to help you improve your preparation for further moves in education, training and employment



Soham Village College: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

All students in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions, taster events, use of social media, and PS Engage
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact:

Nick Oakhill (Careers Education, Information, Advice and Guidance Manager)

Tel: 01353 724100

Email: noakhill@soham-college.org.uk

Opportunities for access

A number of events, integrated into the school's careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 7	*PSHE	*PSHE *National Careers Week events	*PSHE - Intro to Careers *Activote
Year 8	*PSHE – Enterprise Day & Employer Presentation	*PSHE *National Careers Week events	*PSHE *Activote
Year 9	*PSHE	*PSHE - World of Work activity day and College Presentations	*PSHE *Activote

		*University visit Eyes on the Prize *National Careers Week events	
Year 10	*PSHE	*PSHE *National Careers Week events	*PSHE – Work Related Learning Day *Interview skills *Personal Statement workshop *Apprenticeship Presentation *Post 16 Taster Days and Open Evenings *National Citizen Service assembly
Year 11	*PSHE – College Applications & College Presentations *Post 16 Parents Information Evening *Careers Fair *Post 16 Open Evenings *National Citizen Service assembly and stall	*PSHE *National Careers Week events	*Career Guidance and Support – GCSE results

Employer Engagements event run through the year across all year groups depending on availability and other school activities. This is not a restrictive plan. Please speak to our Careers Manager to identify the most suitable opportunity for you.

Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with Careers Manager or a member of the team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Library is available to all students at break and lunch times and after school.

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