

Fiveways School

Careers Education Advice Information Guidance Policy



Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Every 3 years or on guidance change	November 2021	Swavek Nowakiewicz	November 2024

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver	<i>[Signature]</i>	3/12/21
Head Teacher	Swavek Nowakiewicz	<i>[Signature]</i>	30/11/2021

Details of Policy Updates

Date	Details
19/11/2021	Updated to reflect current guidance.

“What does a good life look like for me now and in the future?”

Curriculum Policy



CEAIG

Careers Education Advice Information & Guidance

[Including Provider Access information]

This policy should be read in conjunction with:

- Curriculum Policy
- Code Of Conduct
- Safeguarding Policy
- Equality and Respect Policy
- Behaviour & Physical Intervention Policy
- Preparation for Adulthood Policy

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Safeguarding

Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

School Aims

- To create a happy and secure learning environment rich in stimulation and challenge.
- To ensure all members of the school community can grow in self-esteem and develop to their full potential.
- To provide developmentally related experiences responding to pupils' individual needs.
- To provide pupils with an education appropriate to the world beyond the classroom.
- To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions, and giving them more control over their lives.

CEIAG Aims

Good careers guidance is invaluable to ensure young people raise their aspirations and are able to capitalise on opportunities available to them to achieve their best adult life. Our young people have equal and personalised opportunities to access careers guidance which is suitable and relevant to their future pathways.

We aim to raise aspirations of young people, their families and the community by an increased focus on 'what a good life looks like for me', and CEIAG should be viewed as one element within the wider context of the Fiveways "Preparing for Adulthood" programme which covers the following four main themes:

- Employment and further education
- Independent living skills
- Friends, relationships and being part of the community
- Leading a healthy life

We will ensure that our young people feel that their opinion is valuable and strive to offer communication strategies to ensure that their voice is heard. Working in collaboration with young people's families and/or carers to ensure they have a life that is enriched, happy and fulfilled.

The careers programme is designed to meet the needs of learners at Fiveways School. Activities are differentiated and personalised to ensure progression in their learning and development, and to strengthen their motivation and aspiration whilst giving young people the opportunity to think about what they would like to do in the future, with particular reference to work.

Statutory Requirements and Expectations

The careers provision at Fiveways is in line with the [statutory guidance](#) developed by the Department for Education. This guidance is part of the government's [careers-strategy-making-the-most-of-everyones-skills-and-talents](#) which was published in December 2017. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school. Our Careers Leader, Laura Searle, and Careers adviser, Emma France, are committed to providing a programme of careers education across the school, which meets the eight Gatsby Benchmarks for careers guidance:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
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 (Gatsby Foundation, 2014).

The school monitors its effectiveness in these benchmarks using the Compass Evaluation Tool.

The statutory guidance states that all schools should provide independent careers guidance from Years 8 - 13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5th January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out under Provider Access.

Careers Advice and Guidance Programme

Career advice and guidance is provided by a commissioned independent careers adviser, Emma France. These differentiated one to one sessions are provided to young people annually in Years 10 to 14. These sessions ensure that thoughts and aspirations of our young people are captured and meaningful advice can be provided to enable them to have their best life. Information from these sessions will be used to inform EHCP updates and Person Centred Reviews.

Further information about how skills for work and employment is threaded through Fiveways curriculum is in the Preparation for Adulthood Policy.

Management and Delivery

The responsibility for the careers provision remains with careers lead (Preparation for Adulthood Lead). They have the support of a job coach and careers advisor.

The role of the Preparation for Adulthood lead is to;

- Be the nominated person to work with the Careers Hub Lead, Enterprise Coordinator and Enterprise Adviser on delivering the Hub's objectives
- Use The Careers & Enterprise Company's Compass tool, alongside the Careers Advisor, to audit current provision and identify current performance against the Gatsby Benchmarks and to refresh their Compass return at the end of each school term.
- Develop and adapt school strategy to embed work related learning across the school to encompass delivering all eight Gatsby Benchmarks
- Attend the Somerset Supported Employment Forum
- Ensure the CEAIG Policy reflects the work of Fiveways
- Ensure that the curriculum allows for development of key skills needed for the future
- Attend the sen.se PfA meetings
- Liaise with Yeovil College and other relevant post 16 providers about their PfA strategy and opportunities for collaboration

- Oversee and monitor activities that ensure all students explore different types of opportunities related to the world of work
- Be responsible to draw down extra funding from a variety of sources to help develop a careers programme
- Commission 1:1 impartial information and guidance
- Celebrate the work Fiveways is doing in this area across a range of platforms

The role of the career's advisor is to;

- Provide 1:1 impartial information and guidance
- Support with information for EHCPs
- Support planning of transition visits to colleges, internships, employment and guidance for pupils and parent/carers
- Support with using The Careers & Enterprise Company's Compass tool to audit current provision and identify current performance against the Gatsby Benchmarks and to refresh their Compass return at the end of each school term.

The role of the job coach is to;

- Develop effective job coaching and employment plans
- Communicate with students to understand their goals and ambitions
- Assist students to discover and overcome their personal barriers and set goals
- Search for new WEX placement or jobs and help students apply for WEX/work and maintain employment
- Lead work experience placements in sixth form, including establishing placements, complete relevant risk assessments and maintaining placements
- Provide job skill and social skill preparation
- Provide information about different career paths to students
- Support the students in getting to and from their placement/work place
- Lead, maintain and extend the Sixth Forms internal work experience offer [The Horsebox]
- Set and record targets in this area in relation to the sixth form assessments or accreditation schemes
- Provide other staff with CPD to enable them to support on work experience placements
- Teach groups of pupils, taking responsibility for planning, assessment and recording

The role of middle leaders is to;

- Ensure their curriculum area has considered careers and employability focus within their long-term planning
- Ensure that medium term planning reflects regular opportunities for careers information, careers links and business links where appropriate
- Ensure that students are aware of how the skills they are learning are related to future opportunities