



NETHERTHORPE SCHOOL

SCIENCE AND MATHEMATICS COLLEGE

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Netherthorpe School

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

September 2020

Last Approved: September 2020

Next Review: September 2022



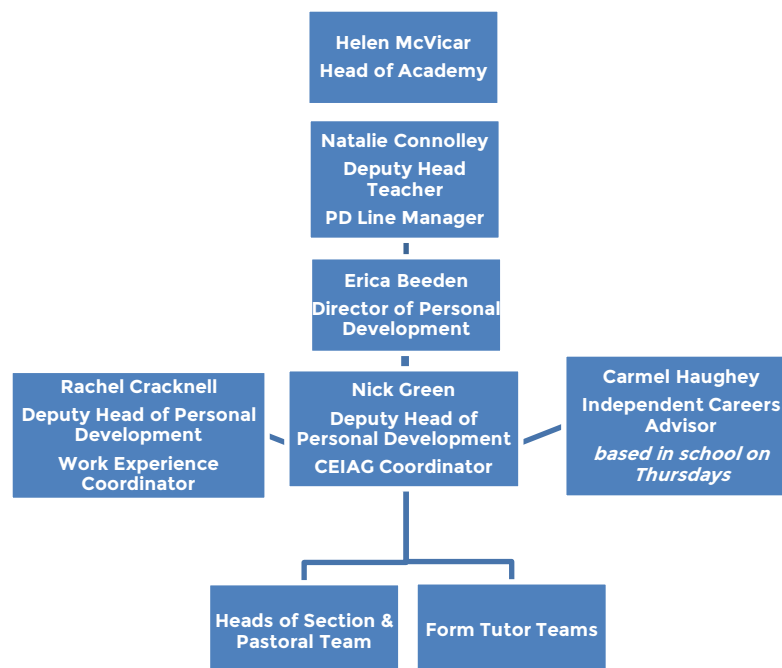
Intent

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. The creation of this policy has been done in consultation with all stakeholders (teachers, pupils and parents) as well as relevant careers publications.

This policy also outlines our careers provision and guidance delivered through the Personal Development curriculum, as well as that which is embedded throughout the curriculum.

Stakeholders



Description of the organisation

Netherthorpe is an 11-18 converter academy, situated in the ex-mining villages of North East Derbyshire. Netherthorpe School is part of the Cavendish Learning Trust which was formed in 2016. 33.9% of our cohort are eligible for Pupil Premium funding which targets strategies to close the gap in attainment and raise aspirations. Each year, around 75 students (approximately 55% of the cohort) stay on from Year 11 into the



Sixth Form. They are joined by approximately 75 pupils from other centres at the start of Year 12. Traditionally, each year, around 70% of Sixth Formers gain places at universities and between 10%-20% of the Sixth Form cohort gain places at Russell group universities. On top of this we have some Oxbridge applications each year.

Aims of the policy

This policy provides details of how all stakeholders are responsible for the dissemination and implementation of careers advice. It also provides an overview of our careers framework and how we ensure that we adhere to the Gatsby Benchmarks. Whilst also sharing our expectations and commitment to delivering a solid careers programme which utilises appropriate third-parties.

Netherthorpe School is proud to have alumni on every continent in the world and this is a collective achieved through an effective careers education programme. The aim of the Careers Education, Information, Advice and Guidance (CEIAG) is to:

- **Inspire and motivate our pupils when exploring career paths.**
- **Enable them to demonstrate resilience when faced with adversity.**
- **Support them in order to fulfil their potential and achieve great things.**
- **Ensure that students develop the skills and attitudes necessary for success in adult and working life.**

We are committed to meeting national and local expectations in relation to careers by securing high quality, impartial careers guidance for Y7-13 through utilising Carmel Haughey, who is an independent, qualified careers advisor, one day per week. This opportunity works alongside our careers provision delivered through Personal Development and in-school events organised by the Personal Development team. CEIAG guidance starts in Y7 as we believe career aspirations should be explored right through a child's educational experience and is tailored to their needs along this journey through to Post 16.

We fulfil our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

We also participate in and promote local and regional careers events (e.g. local schools Post 16 events, Derbyshire County Council Careers fair, CLT Schools and Trust activities) and working in partnership with supporting organisations (e.g.: D2N2, HEPP, HeppSY)



External Provider Access

As part of our legal obligation and because we believe it to be in the best interests of our students we recognise that students in years 7-13 are entitled to find out about technical education qualifications and apprenticeships opportunities, as part of a wide reaching and personalised careers programme. We seek to provide information on the full range of education and training options available at each transition point.

Please see our External Provider Access Policy on our website for further detail.

Implementation

Careers Education Provision

Careers advice cannot be solely confined to a specific timetabled allocation but should be delivered within a whole-school approach, embedded into the curriculum with a commitment from all stakeholders (as previously identified).

All students from Y7-13 have one half-term of Personal Development time dedicated to the theme of 'Careers'. In this time the Deputy Head of Personal Development (with a responsibility of whole-school Careers) plans and disseminates engaging and personalised material for our cohorts. It is primarily the responsibility of the Form Tutor team to deliver this material to pupils.

Throughout the academic year all year groups have assemblies during Personal Development time which signpost a variety of local and national events under the 'Careers' umbrella, such as: 'National Careers Week', Aspirations and Destinations - where next? and Labour Market Information.

In addition to discrete curriculum time it is an expectation that the teaching of careers is also the responsibility of subject teachers, who should be in a position to endorse and share their knowledge of potential career paths within their subject area as Heads of Department ensure such information is included in their curriculum mapping.

Curriculum Content

By the end of the key stages all students will:

Key Stage 3

- Have a greater awareness of themselves (their qualities, abilities, weaknesses & limitations).**
- Know how and where to access careers information & guidance.**



- Be aware of the implications of KS4 choices.
- Be able to explain & understand the links between school & the world of work.

Key Stage 4

- Have chosen an appropriate education or training pathway by researching the necessary information, advice & guidance.
- Have participated in at least one week of work experience.
- Have an increased awareness of post-16 (and post-18) options & pathways, including Apprenticeships & higher education.
- Have an increasing portfolio of career-related documents including but not exclusively a CV, a Personal Statement and a Key Skills audit.

Key Stage 5

- Have an increased awareness of post-18, and where applicable post-HE, options & pathways, including HE, Apprenticeships (various levels), Internships, Employment, training, hybrid options, college, overseas opportunities and Gap Years.
- Have had access to a Post 18 mentor to support the students application(s) to preferred destination of choice
- Have built their CV and Personal Statement through study, volunteering, access to student leadership opportunities, work experience, part-time work etc.
- Have chosen and successfully applied for an appropriate pathway by researching the necessary information, advice & guidance
- Have participated in appropriate work experience.

Equal Opportunities

- All students have an entitlement to CEIAG regardless of race, gender, religion, ability (including SEN and G&T), disability, background & sexual orientation.
- All students have equal access to accurate, current, impartial & independent information, advice & guidance, free from bias and stereotyping.
- Students' personal needs and aspirations are the most important factor in any activity and will be treated with respect.
- The programme will continue to reflect the changing nature of occupational patterns and trends.

All students have access to a range of resources (including web-based) which match individual need. The CEIAG programme will seek to help students to understand; the importance of equal opportunities in working life and to challenge stereotyping and demonstrate how to deal with prejudice & discrimination of all types.

Gatsby Benchmarks



The eight Gatsby benchmarks of Good Career Guidance are as follows:

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

Careers Provision Framework

Year Group	Provision	Methodology	Gatsby Benchmark Reference
7	• Virtual Careers Fair	Information gathering and sharing, working with others, reflection, high order questioning skills.	3, 4, 5, 7 & 8.
	• Personal Development Careers Theme	Induction to Unifrog, target setting, decision making, collaboration, problem solving, discussion and debate.	2, 3, 4 & 8.
	• Careers Cafe	Networking opportunity, develop interpersonal skills, build self-esteem and confidence.	2, 3, 5, 7 & 8.
8	• Virtual Careers Fair	Information gathering and sharing, working with others, reflection, high order questioning skills.	3, 4, 5, 7 & 8.
	• Personal Development Careers Theme	Use of Unifrog, progression and pathways, transferable skills, research, review and reflection.	3, 4 & 8.
	• Careers Cafe	Networking opportunity, develop interpersonal skills,	2, 3, 5, 7 & 8.



		build self-esteem and confidence.	
9	• Virtual Careers Fair	Information gathering and sharing, working with others, reflection, high order questioning skills.	3, 4, 5, 7 & 8.
	• Personal Development Careers Theme	Use of Unifrog, information gathering, reflection, reviewing, decision making, developing transferable and personal skills.	2, 3, 4 & 8.
	• Careers Cafe	Networking opportunity, develop interpersonal skills, build self-esteem and confidence.	2, 3, 5, 7 & 8.
	• STEM Event	Drama and role-play, discussion debate, problem solving, decision making, working with others, consensus building, empathy.	3, 4, 7 & 8.
	• Options Evening and GCSE Taster Sessions	Target setting, decision making, reflection, information gathering, understanding another point of view, discussion and debate.	2, 3, 4 & 8.
10	• Virtual Careers Fair	Information gathering and sharing, working with others, reflection, high order questioning skills.	3, 4, 5, 7 & 8.
	• Personal Development Careers Theme	Use of Unifrog, review, reflection, goal-setting, workplace etiquette, role-play, develop personal skills.	3 & 8.



	<ul style="list-style-type: none"> • Careers Cafe 	Networking opportunity, develop interpersonal skills, build self-esteem and confidence.	2, 3, 5, 7 & 8.
	<ul style="list-style-type: none"> • Work Experience Preparation & Placement 	CV and letter of application writing, climate building, working with others, developing social skills and readiness for the workplace.	5, 6 & 8.
11	<ul style="list-style-type: none"> • Virtual Careers Fair 	Information gathering and sharing, working with others, reflection, high order questioning skills.	3, 4, 5, 7 & 8.
	<ul style="list-style-type: none"> • Personal Development Careers Theme 	Use of Unifrog, review, reflection, goal-setting, information gathering and sharing, discussion, debate, evaluation, CV and cover letter development.	3 & 8.
	<ul style="list-style-type: none"> • Careers Cafe 	Networking opportunity, develop interpersonal skills, build self-esteem and confidence.	2, 3, 5, 7 & 8.
	<ul style="list-style-type: none"> • Mock Interviews 	Presentation, confidence building, reflection, review and evaluation.	3, 4, 5 & 8.
	<ul style="list-style-type: none"> • Sixth Form Open Evening & Induction 	Target setting, decision making, reflection, information gathering, understanding another point of view, discussion and debate.	2, 3, 4 & 8.
	<ul style="list-style-type: none"> • Post 16 Destinations Mentoring 	Discussion, debate, information gathering, review, target setting	3, 4 & 8.



12	<ul style="list-style-type: none"> • Virtual Careers Fair 	Information gathering and sharing, working with others, reflection, high order questioning skills.	3, 4, 5, 7 & 8.
	<ul style="list-style-type: none"> • HE and Apprenticeship Fair 	Information gathering, networking, reflection, high order questioning skills, develop personal skills, review and reflection.	3, 4, 5, 7 & 8.
	<ul style="list-style-type: none"> • Personal Development Careers Theme 	Unifrog induction, reflection, review, evaluation, gathering information, debate and discussion.	3 & 8.
	<ul style="list-style-type: none"> • Careers Cafe 	Networking opportunity, develop interpersonal skills, build self-esteem and confidence.	2, 3, 5, 7 & 8.
	<ul style="list-style-type: none"> • Post 18 Destinations Mentoring 	Advice, support and guidance, reflection, review, target setting and evaluation.	3, 4 & 8.
	<ul style="list-style-type: none"> • Work Experience 	Exposure to the workplace, climate building, working with others, developing social skills and readiness for the workplace.	5&6
13	<ul style="list-style-type: none"> • Virtual Careers Fair 	Information gathering and sharing, working with others, reflection, high order questioning skills.	3, 4, 5, 7 & 8.
	<ul style="list-style-type: none"> • Personal Development Careers Theme 	Use of Unifrog, develop life and personal skills, workplace etiquette, role-play, awareness of employee rights, budgeting, finance, interview skills.	3 & 8.



	<ul style="list-style-type: none"> Careers Cafe 	Networking opportunity, develop interpersonal skills, build self-esteem and confidence.	2, 3, 5, 7 & 8.
	<ul style="list-style-type: none"> Post 18 Destinations Mentoring 	Advice, support and guidance, reflection, review, target setting and evaluation.	3, 4 & 8.

Assessment, Recording and Reporting

Students begin to create a career flightpath in Year 7 during Personal Development, this is recorded in their Personal Development passport which is built on and added to year on year. Within the passport is a section dedicated to careers target setting and objectives/ where students can reflect on their learning.

Resources

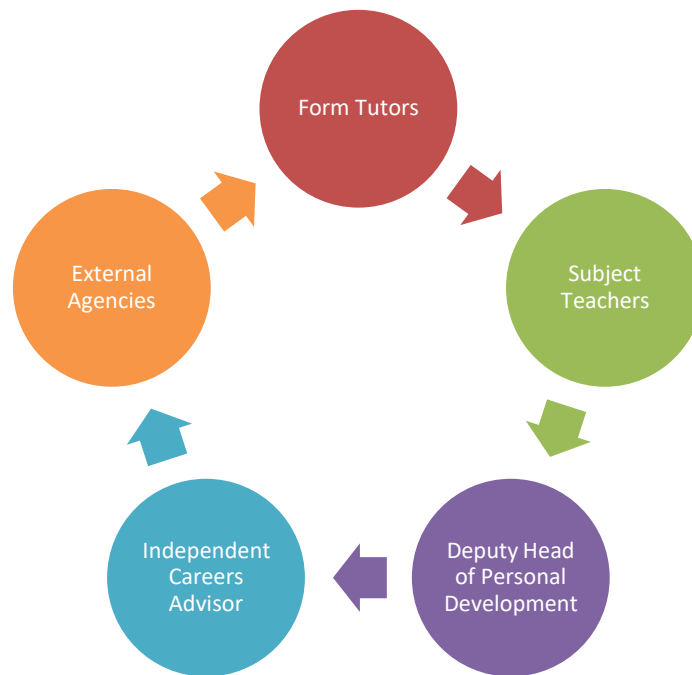
The Personal Development Department is allocated an annual budget, some of which is dedicated to support the implementation of the careers framework as well as the development of it.

Deputy Head of Personal Development is mainly responsible for the creation and dissemination of the careers teaching resources. Careers related Personal Development can be found on the staff share drive and this is signposted to staff regularly:

<T:\All Staff\Personal Development>

Advice & Guidance

Learners have access to appropriate advice in the following ways:



Staff are aware that as Form Tutors and subject teachers they have a duty to competently provide careers guidance to students. If any member of staff feels that they are unable to do this they are aware that the Personal Development Team is happy to provide support through the offer of CPD.

When introducing staff to a careers 'system' such as overseeing the work experience process, training will be provided to that particular tutor team.

Staff Development

Specific Personal Development theme staff CPD will be offered as a feature of the school calendar. Staff will have the opportunity to develop their expertise and skills to support our students. This training will also be offered to the Personal Development Link Governor if it is felt appropriate. The outcomes of this training offering will be made available via the staff share (t:drive).

Role of the CEIAG Coordinator

(Deputy Head of Personal Development)

- Raise awareness amongst staff of their contribution to the careers programme and agree the overall, aims, objectives and priorities.
- Establish a shared view of best practice.
- Provide and organise appropriate support and training for staff.
- Monitor, review and evaluate the careers provision framework (including use of external agencies).
- Liaise and organise the use of external agencies which are careers related.
- Use of Student Voice as a tool for review and development.



- **Contribute to the quality assurance cycle focusing on the implementation of CEIAG.**
- **Attend relevant courses and network meetings (such as the Personal Development Hub).**
- **Order and monitor resources.**

Handling Sensitive and Controversial Issues

The nature of CEIAG means that sensitive and controversial issues may arise. Learners and staff should be clear about how these are to be dealt with. Our 'Behaviour for Learning' and 'Safeguarding' policies should be applied in such cases as necessary.

When providing example, scenarios or undertaking role-play activities within the context of careers, distancing techniques should be implemented to ensure that the material is not biased or personal. Staff should feel empowered as form tutors to field any potentially difficult questions, if this is not the case they should seek support by informing the Personal Development Team.

Impact

Monitoring and Evaluation

The programme is regularly monitored and evaluated by the Director of Personal Development to ensure impact. This takes place through a variety of methods, including lesson visits, staff feedback surveys, parent voice and student voice. The views of the pupils and the teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

The CEIAG Coordinator will brief any External Providers used to ensure that they are clear on what content we are expecting and the standard expected. The CEIAG Coordinator will also evaluate the contribution of External Providers such as employers, training providers, HE institutes and alumni to ensure that our students receive the maximum benefit.

Unifrog is the ICT package which the CEIAG Coordinator has chosen to utilise to support the teaching and delivery of our careers programme. It is important that the CEIAG Coordinator tracks student use of this to ensure that it is value for money.

Advice & Guidance



One to one careers activities are kept on the staff share drive and Form Tutors will be aware of the dynamics within their groups. Any subsequent interventions can be delegated to the CEIAG Coordinator.

The intended destinations for Y11, 12 and 13 learners is collated and shared with Derbyshire County Council in line with statutory policy.

Any work undertaken by our Independent Careers Advisor is recorded and students are provided with personalised careers plans to support their future choices.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about CEIAG on occasions.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available in the school newsletter/website/prospectus. It will be reviewed on a biannual basis.

Review date: September 2022

Signed..... Chair of Governors

Date.....

Policy Links

PSHE

Drugs Education

Safeguarding

Equal Opportunities

SEND

Confidentiality

Science

Anti-Bullying

TLA