



## **Careers Education, Advice, Information and Guidance (CEAIG) Policy**

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**Date of Policy: Summer 2016**

**Committee: Staffing & Students**

**Revised January 2018**

**Next Review Date: Summer 2018**

**WRITTEN BY HRA & NKU**

**The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.**

## **Alperton Community School**

### **Careers Education, Advice, Information and Guidance (CEAIG) Policy**

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# **Alperton Community School**

## **Careers Education, Advice, Information and Guidance (CEAIG) Policy**

### **1. Introduction**

Careers Education and Guidance is statutory from Year 8. At Alperton Community School we are committed to provide outstanding CEAIG; where all students are provided with high quality impartial careers education, advice, information and guidance prior to starting their next step and are fully aware of their choices following completion of their studies with us. The school motto 'Aspire, Commit, Succeed' underpins the work of the department. Students are all able to achieve but can only fulfil their full potential if they understand themselves, their abilities and the possibilities available to them.

### **School Vision**

Alperton Community School aspires to:

- provide every student with an outstanding education within a supportive, vibrant and stimulating learning environment,
- enable every student to reach their full academic and personal potential by instilling a passion for learning,
- provide a caring, supportive community embracing all cultures and beliefs,
- nurture every student to become a successful adult who will impact positively on their local community and society as a whole.

### **Policy Statement**

The Careers Education and Guidance at Alperton Community School is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEAIG is impartial and unbiased.

### **2. National & Local Expectations**

Alperton Community School is committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for Y8-13 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the Department for Education's statutory duties for schools (Page 10 of the statutory guidance, January 2018) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015).
- Fulfilling 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.
- Being aware of ongoing current thinking and by considering examples of best practice in the area of CEAIG, thus ensuring that this informs the schools thinking and direction with regards to Careers Education, Information, Advice and Guidance

(London Ambitions Careers Offer 2015, Gatsby Good Careers Guidance Benchmarks 2014).

### **3. Aims of CEAIG**

#### **a) Self-Development**

Young people should be able to understand themselves and the influences on them.

#### **b) Career Exploration**

Young people should be able to investigate opportunities in learning and work.

#### **c) Career Management**

Young people should be able to make and adjust plans to manage change and transitions.

### **Learning Outcomes**

#### **a) Self-Development**

**Students should be able to:**

- Assess their achievements, qualities and skills.
- Present this information as appropriate.
- Use this information for personal development.
- Set career and learning targets.
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work.

#### **b) Career Exploration**

**Students should be able to:**

- Understand the nature of work and people's attitudes towards it.
- Use a range of sources of careers information.
- Use work experience to improve chances for later education or employment.
- Understand employment trends using Labour Market Information (LMI).

#### **c) Career Management**

**Students should be able to:**

- Use decision-making techniques.
- Understand and use sources of information, advice and help.
- Make informed and appropriate choices at 14 and 16.
- Make and manage changes as appropriate.
- Understand job / learning applications and the requirements of interviews.
- Understand rights and responsibilities of employees and employers in the workplace.

#### **4. Careers Education and Guidance**

Careers Education and Guidance consists of Careers Education, Careers Advice, Careers Information and Careers Guidance.

##### **Careers Education**

Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into the world of work. Careers Education takes place mainly through learning and work carried out in lessons taught by subject teachers.

##### **Careers Advice**

Careers Advice aims to provide individuals with the skills necessary to apply for and prepare for the world of work; such as how to write a Curriculum Vitae (CV), how to fill out applications forms, what to wear to an interview and interview questions. The majority of Careers Advice at Alperton Community School is provided through the Careers PSHEE Schemes of learning delivered by form tutors and on Extended Learning Days.

##### **Careers Information**

Careers Information draws upon information gathered at a local and national level. Individuals will be able to understand Labour Market Information (LMI) to interpret which careers are in-demand. Careers Information also covers information and entry requirements with regards to specific jobs and/or careers. The majority of this information is accessed by means of Careers Guidance, or via the National Careers Service website.

##### **Careers Guidance**

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into the world of work. It should be impartial, client centred and confidential. Careers Guidance takes place mainly through individual support and could be delivered by teachers, form tutors or Careers Advisors (Connexions).

#### **5. Staffing**

School staff, governors and external agencies support the implementation of CEIAG:

- Assistant Headteacher who oversees CEAIG
- Head of Careers, Employability and Transitions
- Events and Visits Co-ordinator, Teaching & Learning Leader of PSHEE
- Head of Sixth Form
- Independent Careers Advisor from Brent Prospects (Connexions)
- Nominated School Governor for CEAIG

All staff are involved in preparing students for personal and working life, both as a young person and as an adult. All form tutors take a role in CEAIG, e.g. preparation of UCAS

references, support during selection of KS4 options, target setting during Academic Review.

## **6. Professional Development**

Ms Radford is currently undertaking the National Professional Qualification of School Leaders with a focus on Careers Education, Advice and Guidance. All other staff engage in appropriate professional development on a needs basis.

## **7. Provider Access**

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes 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**

Students in years 8-13 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 evenings, assemblies and group discussions and taster events.
- 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 Hannah Radford, Head of Careers, Employability and Transitions

Telephone: 0208 902 2038; Email: [h.radford@alperton.brent.sch.uk](mailto:h.radford@alperton.brent.sch.uk)

### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents detailed in section 8 of this policy.

Please speak to our named Careers Leader to identify the most suitable opportunity for you. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

### **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 the Careers Leader or a member of their 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 Resource Centre is available to all students at lunch and break times.

## **8. Careers Education, Advice, Information and Guidance (CEAIG) Across the Year Groups**

### **Year 7**

CEAIG is embedded within the Personal, Social, Health & Economics Education (PSHEE) programme delivered in the Spring Term. Target setting as appropriate takes place during Academic Review and subject evenings.

### **Year 8**

CEAIG is embedded within the PSHEE programme delivered in the Spring Term. Target setting as appropriate takes place during Academic Review and subject evenings. Year 8 students attend a dedicated Options Evening in March, where advice is provided by specialist subject teachers to specifically aid students in the selection of options for Year 9.

### **Year 9**

CEAIG is embedded within the PSHEE programme delivered in the Spring Term. Target setting as appropriate takes place during Academic Review and subject evenings. Year 9 students attend a dedicated Options Evening in March, where advice is provided by specialist subject teachers to specifically aid students in the selection of GCSE and post-14 options available to them. The Options Process in Year 9 is supported by a range of 'taster lessons', where students can experience subjects they may not have studied before, e.g. sociology. Year 9 students are also targeted for impartial guidance provided by our in-school Careers Advisor.

### **Year 10**

In Year 10 CEAIG is embedded within the PSHEE programme delivered in the Spring Term. They have more targeted sessions which help for the preparation of voluntary work experience (placements can be organised during school holidays) and also includes activities such as action planning, job hunting, writing a Curriculum Vitae (CV) and interview skills. Target setting as appropriate takes place during Academic Review and subject evenings.

## **Year 11**

The Y11 CEAG PSHEE programme covers Opportunities at 16, and activities such as action planning, job hunting, writing a CV and interview skills. Target setting as appropriate takes place during Academic Review and subject evenings. Year 11 also have a Post-16 Evening and taster session to sample Post-16 at Alperton Community School. All year 11 students are given priority access to interviews provided by our in-school Careers Advisor.

## **Post 16**

The sixth form team of tutors, leaders and the pastoral manager all work together in order to prepare students in Year 12 and Year 13 for the world of work through structured guidance, which is delivered in a variety of ways.

Year 12 students begin the autumn term by building a profile on the careers service website ULAS (Uniform School Leavers Applications Services) with the support and guidance of their form tutors and the deputy head of sixth form. The ULAS profile encourages students to reflect upon their likes and dislikes. It then uses this information to send them specific opportunities across London; these include open days, apprenticeships, volunteer vacancies, internships and careers talks that are run by external agencies and companies. Also during the autumn term the sixth form team conduct mock interviews each week; these include multiple mini interviews, panel interviews and one to one interviews in order to prepare students for application to college, university or employment.

From December onwards, each sixth form tutorial session is planned to cover key skills students will need at university and in their future career. This includes team work, planning, presentation and lateral thinking. All these skills are then used to host an enterprise event such as the winter fair where students raise money for their respective charitable causes.

Each student in the sixth form is supported by a form tutor who are part of the sixth form mentoring team. This team is made up of fifteen specialist teachers who have industry experience. The tutor profiles are made available to the students and prior to UCAS (University and Colleges Admissions Service) week students are given some one-to-one mentoring by a sixth form specialist tutor in their field of interest. This includes a small but challenging interview with the specialist teacher. Students then create their own written profile based on this and are encouraged to complete independent research into their chosen field. This happens at the end of Year 12, after any examinations.

The sixth form have two dedicated Extended Learning Days each year, which are targeted towards preparing students for life after sixth form. This includes a range of workshops run by the sixth form tutor team covering the following; how to choose the right Higher Education course/career, how to sell yourself, how to write a

winning application, other options such as apprenticeships and how speak to alumni students about their experiences.

Each Year 13 form time session in the Autumn Term is focused around ensuring students are applying for the correct courses and are selling themselves well in their personal statement – a piece of writing needed for application to university. The tutorial sessions are run by the sixth form tutors and students are allocated to those tutors who are specialists in the courses that the students are applying for. E.g. Students applying for Maths or Accounting will be allocated to a tutor group run by a maths teacher.

The sixth form pastoral manager liaises with connexions in order to set up meetings for Level 1 students and then supports them in attending these meetings and putting into action any advice that was given. The sixth form pastoral manager also supervises these students on their trips to careers fairs and workshops (NEXT STEP) in central London, these trips are arranged by the Special Educational Needs Co-ordinator. The pastoral manager stays in close contact with the work placement set up by Work Experience Partners that are provided for Level 2 students and ensures that students are attending and acting in accordance with school policy.

## **9. Careers Interviews**

Careers interviews are conducted by the Careers Advisor in a private room and information from these interviews is kept confidential. Year 11 and Year 9 students are given priority access to these interviews. Vulnerable students are prioritised. After this student interviews are allocated on a needs basis, either through direct referral from a member of staff e.g. via Pastoral Managers, subject leaders or referral. Students are free to request an interview at any time via the school Librarians and interviews will be allocated as soon as possible.

## **10. Information and Resources**

- Careers Information and Resources are located in the Careers Library.
- The Careers Library is updated on a regular basis to incorporate any new or additional information.
- The libraries have IT facilities connected to the school network and access to the internet, so that students can locate additional Careers Information.
- The Careers Library is available to students before school, after school, at break and lunch times.
- Materials are available on short-term loan to students and staff.

### **Keeping Up-to-Date**

Copies of books that are up-dated annually are renewed each year. Other bought resources are up-dated as often as appropriate. College and universities prospectuses are current. Display is kept up to date both in the Careers Library and in the Post-16 area. The Head of Careers, Employability and Transitions is responsible for the resources and display.

## **11. Accreditation**

Alperton Community School is a member of the Investors in Careers Institute 2016 – 2017. We are aiming to achieve a Silver Award for this academic year, and will endeavour to uphold this membership every year. By being a member we agree to abide by their ethical code of practice.

In addition, Alperton Community School is a member of the Brent and Barnet Careers Cluster, supported by prospects. By upholding this membership Alperton Community School can access further impartial CEAIG, resources and networks.

## **12. Monitoring, Review and Evaluation**

Alperton Community School takes CEAIG seriously, and as such the Careers Faculty has its own Teaching and Learning Leader (TLL) and Faculty Improvement Plan. In addition, CEAIG areas for development are highlighted on the whole School Improvement Plan.

Monitoring, review and evaluation of CEAIG via the faculty improvement plan and school improvement plan takes place through normal Quality Assurance procedures;

e.g. Evaluation takes place through various ways, such as;

- Lesson Observations and Learning Walks.
- Student voice.
- Students complete evaluation of Work Experience placements.
- Staff complete evaluation of Work Experience placements.
- Analysis of destination data for Y11 students.
- Analysis of destination data for Sixth Form students.

## **13. Equal Opportunities**

The Careers Faculty supports the school Equal Opportunities Policy and endeavours to implement it in the following ways:

- Equal Opportunities is promoted within lessons.
- Careful selection of posters and display material.
- By encouraging all students to prepare to support themselves financially.
- By encouraging students to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, e.g. using she/he; son/daughter; waiter/waitress.
- By offering as free a choice as possible for Work Experience.
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons.
- By not arranging and by discouraging separate sex groups for group work.
- Equal access to information for all students of all abilities.

In addition, we recognise that courses and employment opportunities are available and suitable for individuals with varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, FE and HE courses and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

#### **14. Recording, Assessment and Reporting**

Students' work is kept in exercise books or folders at Post 16. The work is individual and personal to the student and therefore marks are not often given. Some work is checked for spelling and to monitor students' progress. Where students attend work experience, record books are used for preparation, recording experience, de-brief and certification. Students also receive Work Experience reports from visiting staff and, in the majority of cases, from employers.

Careers Action Plans are produced by the Careers Advisor following careers interviews. It is envisaged that during the academic year 2017- 2018 an online facility will become available for all students to access their own careers portfolio.

#### **15. Entitlement**

In the Careers Faculty, students from Y7 to Y13 should:

- learn about themselves and the influences on them,
- develop decision-making skills,
- develop skills to help them manage transition,
- develop skills to use and research careers information,
- have access to up-to-date information about opportunities in learning and work,
- have impartial, confidential and up-to-date guidance,
- learn about the world of work,
- experience the world of work where appropriate.

#### **Parents**

Parents are entitled:

- to have the opportunity to speak to the Head of Careers, Employability and Transitions by telephone or by appointment,
- to have the opportunity to speak to the Careers Advisor (Brent Connexions) by telephone or by appointment,
- to have access to information on Options at I4, at I6 and during Post-16 Education via evening sessions,
- to have information about Work Experience and the opportunity to discuss Work Experience issues,
- to access Careers information at all Academic Reviews and Parents Evenings.

## **16. Links with the Community, Outside Agencies and Businesses**

Alperton Community School will endeavour to make links with businesses in the local area and beyond, in London and the South East.

Speakers are invited to the school to hold weekly careers talks, on a Monday from 2.45pm and also at other points during the school year where appropriate. Speakers from local colleges and training providers are not invited in to school in order to avoid bias. However, students are encouraged to visit college departments and attend their Open Days where appropriate and, in addition, information is available in the Careers Library.

Alperton Community School is a member of the Brent and Barnet Careers Cluster where we have a direct link with Prospects Education. We work closely to procure professional and independent guidance services from them.

## **17. The Governing Body**

From 2017 onwards a Link Careers Governor has been named, with responsibilities established in the Teaching & Learning Policy.

## **18. Faculty Improvement Plans & Targets**

Produced annually by the Head of Careers, Employability and Transitions and reviewed with the Line Manager and Headteacher.

Our careers strategy is informed by these current priorities:

- Supporting individual aspirations, improving attainment and ensuring positive destinations.
- Meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities.
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability.
- Improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways.
- Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support.
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs.

## 19. Careers Strategy

To achieve the objectives of this policy, Alperton Community School will:

- Ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure.
- Identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. Special Educational Needs Co-ordinator, Head of Sixth) and specialist careers staff.
- Identify a middle leader to manage the day-to-day running of the careers programme.
- Develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and professional development costs, and monitoring, reviewing and evaluating the strategy.
- Commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard.
- Communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision.
- Actively involve learners themselves in the planning, delivery and evaluation of the careers program.

Approved 08/11/2017 by Governors at the Staffing and Students Committee

Signed:



M Shah (Chair of Governors)

Signed:



G McKenna (Headteacher)