



Careers

Career Education, Information, Advice and Guidance Policy

(including Provider Access Statement)

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CEIAG at Lister

1. Our Commitments

1.1 Lister Community School is committed to ensuring that our students are effectively prepared for life after school. We ensure academic rigour, supported by excellent teaching, and aim to develop in every student the values, skills and behaviours needed to progress in life. Our students follow a programme of classroom and extra-curricular activities that cultivate a range of valuable employability skills, such as self-management, teamwork, business and customer awareness, problem-solving, and application of literacy, numeracy and ICT. The development of these skills, combined with a strong emphasis on resilience, provides our students with the ability to make successful transitions into further education, employment and training.

1.2 Lister Community School is committed to fulfilling our statutory duty to provide CEIAG to students in Years 8 to 11, and to ensuring that all students have access to impartial and inspirational careers, information, advice and guidance, as proscribed by the Department for Education:

- [Careers Strategy: making the most of everyone's skills and talents](#), DfE (2017)
- [Careers guidance and access for education and training providers](#), DfE (2018)

1.3 The school is committed to providing students with fair and unimpeded access to information from education and training providers about approved technical and vocational qualifications and apprenticeships, as detailed in the Technical and Further Education Act. Lister Community School's 'Provider Access Statement' can be found in Appendix A of this policy.

- [Technical and Further Education Act](#), HM Government (2017)
- [Provider Access Statement](#), Lister Community School (2018) [Appendix A]

1.4 The school is also committed to its duty to help students with special educational needs achieve better life outcomes, especially in the area of work opportunities, through the effective use of Education, Health and Care Plans (EHCP).

2. Ethos

2.1 At Lister Community School we firmly believe that effective careers guidance significantly contributes to raising aspirations, improving life chances, increasing motivation, and overcoming barriers to success. We are committed to delivering a high quality CEIAG programme that empowers our students to make informed decisions about their futures. Our goal is to equip our students with the necessary skills to adapt to an ever-changing economic climate, inspiring them to become life-long career learners.

3. Aims

3.1 The Lister Careers Programme provides the opportunity for students' in Years 7-11 to:

- Develop *self-awareness* (a greater understanding of their strengths, current limitations, personal qualities, interests and values).
- Learn about *opportunities* (engage in career exploration of the local, regional, national, and international education, training and employment opportunities. Participating in work experience and work-related

learning; increasing exposure to a range of life-long learning and career opportunities to support pupils to make effective decisions about their future).

- Develop *decision-making skills* (understand and evaluate the pros and cons of the options available to them and taking responsibility for decision making).

4. Communication

4.1 This policy is regularly communicated to Governors, Staff, Parents / Carers, Students and other Stakeholders, and is publically available on the school website. Hard copies are available upon request.

5. Roles & Responsibility

5.1 Governor with responsibility for CEIAG

The Governor with responsibility for CEIAG must familiarise the school's governing body with the CEIAG policy and ensure that all school staff follow statutory guidelines. It is also the role of the CEIAG Governor to ensure that sufficient time and resource are allocated to CEIAG to fulfil the policy.

5.2 Headteacher

It is the role of the Headteacher to ensure that this policy is implemented and that adequate provision is made within the annual school budget for the provision of CEIAG.

5.3 SLT Lead for CEIAG

The SLT Lead will advise on and oversee the management of CEIAG. S/he will ensure that correct procedures are followed and that all students, parents/carers and professionals involved have fully understood the school's role and what strategies will be implemented.

5.4 CEIAG and Extended Services Officer

The school employs a CEIAG and Extended Services Officer whose responsibility it is to co-ordinate CEIAG, work-related learning and work experience, and to facilitate impartial careers guidance for all students. The CEIAG and Extended Services Officer is also a Level 6 qualified Careers Adviser (registered as a Career Development Professional with the Career Development Institute, CDI) and provides one-to-one career counselling to students. [[Click for Job Description](#)]

5.5 CEIAG and Extended Services Assistant

The CEIAG and Extended Services Assistant supports the CEIAG and Extended Services Officer in organising work experience placements, careers events and taster days, etc., liaising with students, parents/carers, teachers, training providers and employers to enhance CEIAG opportunities for students. [[Click for Job Description](#)]

5.6 Independent Careers Adviser

The school provides free and unimpeded access to an independent qualified careers advisor, who is registered with the CDI as a Career Development Professional. The Careers Adviser will work with individual students, and deliver group sessions, to ensure smooth transition throughout the key stages, raising aspirations and signposting students to further support services where appropriate.

5.7 All Teaching Staff

There is an expectation that CEIAG is linked to all curriculum areas; all teachers and tutors are responsible for signposting students to additional sources of information, advice and guidance.

6. Delivery

6.1 The Lister Careers programme delivery model is largely based upon informative guidance from The Gatsby Charitable Foundation and the Career Development Institute:

- [Good Career Guidance](#), The Gatsby Charitable Foundation (2014) [Appendix B]
- [Framework for careers, employability and enterprise education](#), The CDI (2015) [Appendix C]

7. Provision

7.1 Careers education, information, advice and guidance is embedded into the curriculum at Lister Community School through Super Learning Days, National Careers Week, World of Work Week, the pastoral programme, the Lister Character Award and other initiatives.

7.2 The Lister Careers team actively, and continually, seeks to develop CEIAG provision for students at Lister Community School. As such, they have entered into a series of strategic partnerships with 15 Billion Education and Business Partnership, ELBA (the East London Business Alliance), IntoUniversity, Team London, and the University of East London (UEL). Beyond our strategic partnerships, the team continues to develop a network of productive relationships with local, national and international businesses. An up-to-date list of our current delivery partners can be found in Appendix D.

7.3 The information below provides an outline of the CEIAG programme offered to students at Lister Community School:

Year 7

All students are introduced to the idea of a career through an educational visit to KidZania London. This is followed up with participation in the Ryman National Enterprise Challenge.

Year 8

All students participate in a Careers Insight Visit to a city-based firm (facilitated by ELBA). This is complemented by participation in the Ryman National Enterprise Challenge. Year 8 students receive impartial advice on GCSE options from both our CEIAG and Extended Services Officer and our independent Careers Adviser. They are each then interviewed about their choices by a member of the Upper School Leadership Team.

Year 9

All Year 9 students participate in a university experience visit at one of our partner Universities. This is complemented by participation in the Ryman National Enterprise Challenge. Year 9 students are introduced to the Barclays LifeSkills programme, and actively encouraged to become 'LifeSkills Ambassadors'.

Year 10

All Year 10 students participate in World of Work Week. This is an intensive 5 day programme during which students will receive application and interview training, visit a training provider in a sector linked to their career interests, visit an employer linked to their career interests, and complete a community action volunteering project. Additional work experience placements are made available through the 15 Billion EBP Newham Careers Cluster, for which all students are encouraged to apply. Vulnerable Year 10 students also receive a one-to-one careers advice appointment with our independent Careers Adviser.

Year 11

All Year 11 students participate in Post 16 Pathways Day, where HE, FE, Apprenticeship and School Leaver Programme providers are given the opportunity to speak to all students on a carousel basis. All students also attend a Futures Fair, where over 30 local colleges, sixth forms and training providers are represented. All Year 11 students receive a 50 minute careers counselling session with our independent Careers Adviser, during which an individualised student action plan is devised. Additional follow-up sessions are scheduled as required.

Whole School

A range of whole school CEIAG events are planned and lead by the Lister Careers team throughout the academic year, targeting students across all year groups. These include participation in National Careers Week activities, the pastoral programme, and a wide and varied range of educational visits.

7.7 The above activities are supplemented and enhanced by an array of additional, one-off, careers events. Mentoring programmes are also in place for High Attainers, Pupil Premium students, SEND students and those students deemed 'at risk'.

7.8 The school aims to make increasingly extensive use of its Alumni Network to facilitate aspects of the Lister Careers programme, including (but not limited to) careers pathway discussions, workplace visits and employability workshops.

7.9 The expected learning outcomes of the Lister Careers programme in the Lower (Years 7-8) and Upper Schools (Years 9-11) are further detailed in Appendices E(i) and E(ii) respectively.

8. Careers Guidance

8.1 Lister Community School ensures that the careers guidance it provides is impartial through employing a dedicated careers team and also contracting additional guidance from external agencies and independent contractors. Student Action Plans demonstrate that the advisors are supporting students to manage their progression needs and signposting to a variety of opportunities and pathways.

8.2 Support for students is targeted at certain key strategic points to meet individual student needs (including Upper School options, Post-16 choices, and GCSE Results Day).

8.3 In addition to this the following groups are prioritised for guidance appointments:

- Pupils with Additional Learning Needs
- Looked After Children
- High risk of NEET
- EAL students
- School refusers, persistent non-attenders and pupils with low attendance

- Young Carers
- Pupil Premium

9. Equality & Diversity

9.1 Lister Community School works consciously to prevent all forms of stereotyping in the advice and guidance we provide, ensuring that all students consider the widest possible range of careers. We provide all students with access to information from a wide range of further education and training providers (in accordance with our Provider Access Statement, Appendix A). We aim to actively encourage students to consider non-traditional occupations involving pupils in regional projects such as TeenTech and Girls in STEM.

10. Monitoring, reviewing and evaluation

10.1 The CEIAG programme is regularly reviewed from a range of perspectives, including student, parent/carer, teacher, employer, and provider input. Feedback is sought using feedback forms, work experience diaries, and evaluation forms. Feedback is then utilised to further develop and amend the following year's programme.

10.2 Regular self-assessment (at least annually) of Lister Community School's CEIAG programme is completed using the COMPASS tool, created by the Careers & Enterprise Company (CEC):

- [COMPASS Careers Benchmark Tool](#), The Careers & Enterprise Company

10.3 Destinations data is monitored and evaluated to identify improvements needed in CEIAG provision, as well as pupil attainment and progression into FE, HE, training and employment.

10.4 The CEIAG provision is evaluated termly by the Lister Careers team, and annually by the school's Senior Leadership Team.

10.5 This CEIAG policy is reviewed annually by the School's Governing Body, following representations from the Lister Careers team.

Provider Access Statement

Lister Community School is committed to informing our students of the full range of learning and training routes on offer to them, and is happy to consider requests to speak to students from appropriate technical education, vocational education and apprenticeship providers. This statement sets out Lister Community School's arrangements for managing access to students for the purposes of providing them with information about the provider's education and/or training offer.

Student Entitlement

Students in Years 8 to 11 are entitled to:

- Hear from a range of local providers about the opportunities they offer, including technical education, vocational education and apprenticeships.
- Find out more about technical education, vocational education and apprenticeships at each transition point.
- Understand how to make applications for the full range of academic, technical, vocational and apprenticeship programmes.

Opportunities for Access

The Lister Careers webpage provides a calendar of the key CEIAG events offered to our students. These include (but are not limited to):

- Year 11 Futures Day (Autumn Term)
- Year 8 Options Evening (Spring Term)
- National Careers Week (Spring Term)
- Year 10 World of Work Week (Summer Term)

Opportunities are also available, upon request, to speak to students in Assemblies, and through workshops and other activities.

Management of Access

Any training provider wishing to request access to Lister Community School should do so by contacting the school's Acting CEIAG & Extended Services Officer, Maruf Deen:

maruf.deen@lister.newham.sch.uk

All appropriate requests will be given due consideration by the school's CEIAG & Extended Services Officer and the Assistant Headteacher responsible for CEIAG. All responses, both positive and negative, will come from the school's CEIAG & Extended Services Officer.

Requests will be refused if:

- they impinge upon students' preparation for internal or public exams.
- they clash with other school events, such as educational visits, internal or public exam periods, sports days, etc.
- the school is unable to provide staff to support the event due to previous commitments.

Successful requests will normally be prioritised on a first come, first served basis.

The Gatsby Benchmarks		
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, teachers, governor 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 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 experience 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 that 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 student but should be timed to meet their individual needs.

The 17 areas of learning for careers, employability and enterprise education		
<i>Developing yourself through careers, employability and enterprise education</i>		
1.	Self-awareness	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, and aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.
2.	Self-determination	Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers.
3.	Self-improvement as a learner	Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.
<i>Learning about careers and the world of work</i>		
4.	Exploring careers and career development	Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.
5.	Investigating work and working life	Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.
6.	Understanding business and industry	Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.
7.	Investigating jobs and labour market information (LMI)	Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.
8.	Valuing equality, diversity and inclusion	Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.
9.	Learning about safe working practices and environments	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.

Developing your career management and employability skills

10.	Making the most of careers information, advice and guidance (CEIAG)	Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them, including one-to-one guidance.
11.	Preparing for employability	A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.
12.	Showing initiative and enterprise	Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.
13.	Developing personal financial capability	The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.
14.	Identifying choices and opportunities	Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.
15.	Planning and deciding	Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.
16.	Handling applications and interviews	Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.
17.	Managing changes and transitions	Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.

Lister Careers Programme Delivery Partners 2017-18

Strategic Partnerships

- 15 Billion Education & Business Partnership
- East London Business Alliance
- IntoUniversity
- Team London (Enterprise Adviser Programme)
- University of East London (UEL)

Supporting Organisations & Delivery Partners

Access to Music	Newham College London
ActorShop	Newham London
Arriva Rail	NewVic
Barclays	Nomura
Barclays LifeSkills	Peabody
BT	Pimlico Plumbers
Careers Defender	Pinsent Masons
City University	Sky Academy
Clifford Chance	Somerset House
CMS Cameron McKenna	TeenTech
Cooley	The Access Project
Education and Employers	The Careers & Enterprise Company
Expedia	The Chaucer Foundation
Future First	The Crystal (Siemens)
Goldman Sachs	The Ideas Foundation
Investment 2020	The Money Charity
JP Morgan	The Transformation Trust
KidZania London	The WE Foundation
Kings' College London	University of Cambridge
KPMG	University of Oxford
Lambert Smith Hampton	Volunteer it Yourself
Leyton Sixth Form College	West Ham United Foundation
London City Airport	Wickes
London Stock Exchange	Workplace
My Kinda Future	WSP
National Careers Week	Young Enterprise
National Citizen Service	

This list is not exhaustive, nor is it intended to be. The Lister Careers team continually seeks to extend our list of delivery partners, to ensure that all students have as many encounters as possible with prospective and potential employers during their time with us.

Lower School CEIAG Learning Outcomes	
	Learning Outcome
<i>Developing yourself through careers, employability and enterprise education</i>	
1.	Describe yourself, your strengths and preferences.
2.	Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing.
3.	Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.
<i>Learning about careers and the world of work</i>	
4.	Describe different ways of looking at people's careers and how they develop.
5.	Identify different kinds of work and why people's satisfaction with their working lives varies.
6.	Describe the organisation and structure of different types of businesses.
7.	Be aware of what job and labour market information (LMI) is and how it can be useful to you.
8.	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.
9.	Be aware of the laws and bye-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.
<i>Developing your career management and employability skills</i>	
10.	Identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need.
11.	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school.
12.	Recognise when you are using the qualities and skills you need to be enterprising.
13.	Show that you can manage a personal budget and contribute to household and school budgets.
14.	Look systematically at the choices and opportunities open to you when you reach a decision point.
15.	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need.
16.	Know how to prepare and present yourself when going through a selection process.
17.	Show that you can be positive, flexible and well prepared at transition points in your life.

Upper School CEIAG Learning Outcomes	
	Learning Outcome
<i>Developing yourself through careers, employability and enterprise education</i>	
1.	Recognise how you are changing, what you now have to offer and what is important to you.
2.	Be positive about you own story and the responsibility you are taking for your own progress, achievements and wellbeing.
3.	Review and reflect upon how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.
<i>Learning about careers and the world of work</i>	
4.	Explain key ideas about your career and career development.
5.	Explain how work is changing and how this impacts on people's satisfaction with their working lives.
6.	Explain 3 different types of businesses, how they operate and how they measure success.
7.	Find relevant job and labour market information (LMI) and know how to use it in your career planning.
8.	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion. Know your rights and responsibilities in relation to these issues.
9.	Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices.
<i>Developing your career management and employability skills</i>	
10.	Build and make the most of your personal network of support including how to identify and use a wide range of careers information, advice and guidance and distinguish between objectivity and bias.
11.	Show how you have acquired and are developing qualities and skills to improve your employability.
12.	Show that you can be enterprising in the way you learn, work and manage your career.
13.	Show that you can manage your own money, understand personal finance documents, and know how to access financial support for further study and training.
14.	Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals.
15.	Know how to make important plans and decisions, know how to solve problems and deal appropriately with influences on you.
16.	Know you rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen.
17.	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.