



WILLIAM FARR

C of E Comprehensive School

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

Vision and values

William Farr Church of England Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Our core values are:

Compassion Friendship Perseverance Respect Responsibility Wisdom

Vision and purpose

Every student should leave William Farr School prepared for life in modern Britain. CEIAG provides a bridge via which students move into Higher Education, Further Education, Vocational Training or Employment. Our central concern, is therefore, preparing students for change and transitions as they become adult members of society. William Farr School will provide opportunities for our students to develop key employability and enterprise skills which are highly valued by employers, colleges, apprenticeship providers and universities. Our aim is for every student to fulfil their potential and achieve a successful future. In order to obtain this impartial balance, the school adheres to the Bakers Clause and allows access and information from all providers Our CEIAG programme has been developed with this in mind and the recommended 8 Gatsby benchmarks which are:

1. A stable career programme

William Farr has an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers, from Y7 through to Y13

2. Learning from career and labour market information

All our students, and their parents, have access to good-quality information about future study options and labour market opportunities. They have the support of an impartial careers adviser to make best use of available information as well as engage with many external speakers. Pupils also have the opportunity to attend a school's careers fair.

3. Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. William Farr has opportunities for advice and support tailored to the needs of each pupil. William Farr's careers programme has embedded equality and diversity. Particular support is given to our SEND students including support with transition to post 16/18 places.

4. Linking curriculum learning to careers

All teachers at William Farr should, where possible, link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees

Each student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will be through a range of enrichment activities including visiting speakers, careers specific PSHE sessions, Careers Fairs, world of work assemblies and work experience.

6. Experiences of workplaces

Students will 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. We offer work experience to Year 12. Any student wishing to do work experience should liaise with Mrs Bates.

7. Encounters with further and higher education

All students will 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 has the opportunity for guidance interviews with an impartial Careers Adviser trained to level 6. These will be available whenever significant study or career choices are being made. Our Careers Adviser is Mrs Nikki Smith. All students will also have the opportunity for individual careers interviews with our impartial Careers Adviser, Mrs Smith. Any student can request a 1:1 interview via their HOY or Mrs Bates.

Strategy

Inline with Statutory guidance William Farr school is committed to working towards the establishment of good practice with the eight Gatsby benchmarks and will aim to secure a quality award for CEIAG in due course. There is a careers Lead who advises senior leadership and governors on statutory requirements and developments within CEIAG. William Farr school also works with GLEP, confident choices, LiNCHhigher and the C&E co-ordinator to support all staff and ensure they are aware of new developments and the importance of embedding careers across the curriculum. Throughout their time within the school students can access impartial information and advice and can request a one to one session with an external Level 6 qualified careers advisor. Parents are also welcomed to contact the school for advice and support.

All staff contribute the CEIAG programme. Subject specific information is provided in lessons which highlight relevant employability skills and links to industry/career pathways. The governing body is involved the development of CEIAG across the school with a named link governor to careers (Mrs H. Jenkin).

All students from Y7 will have access to a comprehensive and impartial careers programme. These include formal delivery of dedicated CEIAG via PSHE in key stage 3,4and5, tutor time, curriculum areas external visits, internal presentations and collapsed timetable events. In addition, there are information evenings for students and parents at significant points throughout their time at school.

The school collects destination data for all Y11 and Y13 leavers which is shared with LCC and tracked over the Statutory 3-year period. This can be viewed upon request from the Careers Lead.

Work experience - In 21/22 Yr 12 will complete a work experience programme and Yr 11 is under review.

The school are continually working to establish external partnerships and welcome expressions of interest from any businesses, further or higher education providers via the provider access policy. This is to promote and build upon external partnerships all which have service level agreements in place which are developed implemented and reviewed on an annual basis.

Delivery

William Farr follows the directive given in a range of publications such as:

- Career Development Institute Framework (Scheme of Work);
- Careers guidance and access for education and training providers (DofE July 2021)
- Gatsby Benchmarks

These documents have been used to review and update our provision.

Aims and Objectives

Key Stage 3:

- To recognise, clarify and, if necessary, challenge their own core values and how their values influence their choices;
- The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 4);
- Strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives;
- To recognise that they have the same rights to opportunities in learning and work as all other people
- To recognise and challenge stereotypes, and/or family or cultural expectations that may limit their aspirations;
- About their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills;
- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them;
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work;
- About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks;
- About different work roles and career pathways, including clarifying their own early aspirations;
- About the labour market (including the diversity of local and national employment opportunities and about self-employment);
- About learning options, skills, occupations and progression routes;
- About the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process;
- The benefits of being ambitious and enterprising in all aspects of life;
- The skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit;
- The importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged;
- To assess and manage risk in relation to financial decisions that young people might make;
- To explore social and moral dilemmas about the use of money, including how the choices young people make as consumers affect others' economies and environments.

Key Stage 4:

- To evaluate their own personal strengths and areas for development and to use this to inform goal setting;
- About the unacceptability of all forms of discrimination, and how to challenge them and prejudice and bigotry in the wider community including the workplace;
- About harassment and how to manage this (including in the workplace); the legal consequences of harassment;

- How their strengths, interests, skills and qualities are changing and how these relate to future employability;
- About the information, advice and guidance available to them and how to access the most appropriate support;
- To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence);
- About the range of opportunities available to them for career progression, including in education, training and employment;
- About changing patterns of employment (local, national, European and global);
- About different types of business, how they are organised and financed;
- To research, secure and take full advantage of any opportunities for work experience that are available;
- About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions);
- Attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image');
- About confidentiality in the workplace, when it should be kept and when it might need to be broken;
- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities;
- To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc;
- To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices;
- Their consumer rights and how to seek redress.

Key Stage 5:

- Plan a 'gap year';
- Set and maintain clear boundaries around their personal privacy; protect their personal reputation especially online; be a 'responsible provider' of online data about themselves or about others (including understanding how cameras and microphones in computers and mobile phones can be activated without their knowledge);
- Exercise their legal rights and responsibilities; know who can support them if they have a grievance;
- Recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion;
- Exercise their consumer rights; know who can help if they feel they have a grievance;
- Manage contracts; understand the process of renting items and accommodation; know who can support them if they need help;
- Plan their budget, especially when living away from home for first time;
- Understand and manage taxation and national insurance;
- Understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market;
- Understand savings options; know where to save, when to save and why;
- Understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt;
- Understand pensions and their importance; the benefits of starting early and making regular, realistic contributions;
- Match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways;
- Be enterprising in life and work;
- Understand and be able to access further and higher education options and training, including apprenticeships;

- Understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols;
- Understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the work-place and the importance of the data protection act in the work-place;
- Recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment;
- Recognise the different roles of human resources (HR) departments, trade unions and professional organisations; understand 'whistleblowing': what it is and when it is appropriate;
- Apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking personal responsibility; working to direction; produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references;
- Recognise and celebrate cultural diversity; understand what is meant by the global market.

How this will be achieved

All students will have access to a comprehensive and impartial programme of careers and work-related activities to help meet the 8 Gatsby Benchmarks and The CDi Frame work. This will include dedicated careers lessons in PSME, external visits, visiting speakers, assemblies, Post 16 morning and an Information Evening for parents.

Work Experience is to be reinstated with Year 12 going out in 2021. This will enable students to learn about the world of work and the requirement in the workplace. This experience will be invaluable in helping students to career plan more effectively. All students will be provided with equality of opportunity in terms of access to the information relating to the availability of work placements. The school will work closely with health and safety consultants to ensure the quality and safety of work placements. It is hoped that the following year we can offer work experience lower down the school.

Information

- **Careers displays**

These are located in each department throughout the school and updated regularly, they can include a variety of information on careers pathways. LMI, subject to careers relevance and upcoming opportunities.

- **Careers library and resource area**

Will be maintained with a range of digital and material resources, prospectuses, and careers information. Students will also have access to KUDOS. They will be introduced to KUDOS in their careers lesson.

- **Bulletin**

Current information about 'Careers' opportunities including Open days, apprenticeship offers will be published on the Daily Pupil Bulletin.

GPDR/Data sharing

Students, parents and carers need to be aware that basic on roll school data is provided to some external agencies e.g. Careers Adviser, work experience providers and the Local Authority (LA) when required. The sharing of data with the LA is to enable the provision of support to allow students' participation in education, employment or training to be tracked. There is, however, an opportunity to opt out if required.

Parental/carers involvement

We recognise the vital role parents and carers play in helping to shape the career choice of their child. Opportunities are created to involve parents fully in the CEIAG process through parents' evening, evaluation sheets, information evenings and invitations to student careers interviews. Parents are invited to comment on the Career Programme by contacting Mrs H Bates on 01673 866900 or h.bates@williamfarr.lincs.sch.uk

Resources

The school has a very well stocked Careers Library and study area with space for small group work sessions and private individual interviews. It includes:

- Information about jobs;
- Information and prospectuses for all the local sixth forms and FE colleges with appropriate application forms;
- Information on all local training providers and application forms;
- Information and prospectuses of all the Higher Education institutions and universities, plus resources and literature to support Post-16/18 choices and issues;
- The Careers Library is open Monday-Thursday 8.30 a.m. – 4.30 p.m. and 8.30 a.m. – 4.00 p.m. on a Friday;
- Local employment opportunities are advised in resources and on the School Bulletin;
- Students are also made aware of out of school opportunities, e.g. the National Citizen Service, which will additionally help their career aspirations.

ICT provision

The school has a range of up to date software on the network for student use including KUDOS. Students are also encouraged to access the internet for career related information.

There is an annual budget for CEIAG taken from the PSHE budget.

Records

Negotiated reviews of progress, development plans and careers plans are stored in students' formative Progress File. Assessments, recording and reports on students' careers education, applications to Post -16 institutions, youth training or work are kept and monitored by the Head of Year and the Careers Lead using the Compass + programme and destination data. Information about careers interviews with the Careers Adviser are kept in students' files, closely monitored by the school. A copy of the Action Plan is sent to parents with the student's permission.

SEND Provision

In addition to the excellent careers support that all students receive at William Farr, SEND students also receive access to the following bespoke, additional support:

- Signposting for SEND students and parents to post-16 providers, which meet the diverse requirements of SEND students;
- Supported visits for SEND students to post-16 providers;
- Post-16 providers are invited into school for small and individual support sessions as required;
- SEND students receive prioritised, and additional meetings, with the school's Careers Adviser;
- SEND staff support SEND students at all school careers events;
- SEND Students may use study support lessons to provide extra time to investigate and discuss post-16 pathways;
- EHCP students cover transition at their Year 11 and Year 13 EHCP annual review, where the pupil's case worker and post-16 or Higher Education colleagues are invited;
- Exam access arrangements' information and SEND files are provided to post-16 and Higher Education establishments as required for all SEND students.

The SEND department is also committed to working towards the Gatsby Benchmarks.

Post-16 provision

Students are given a wealth of support and information to ensure they make informed, appropriate and realistic decisions. A range of impartial external speakers provide information on universities and alternative pathways. Work experience is undertaken in Year 12. Through the PSHE programme (mapped by the CDi framework) and through academic mentoring, students receive comprehensive guidance regarding personal statements, applications and next steps. In Year 12, all students attend a UCAS information morning; the school employs a Higher Education Co-ordinator to support the Head of Year 12/13. This role provides continuity of support for UCAS applications and personal statements. The Higher Education Co-ordinator will support and co-ordinate programmes for students on specialised pathways, for example Medicine and Dentistry. Students embarking on apprenticeships or employment will receive advice with regards to CV writing, letters of application and identifying strengths and areas for development with regards to soft and hard skills. Students also investigate gap years, apprenticeships, volunteering and the world of work. There is a post 18 event to support students and parents in all pathways.

Evaluation and review

The Assistant Headteacher, Care and Guidance and the Careers Leader will be responsible for monitoring, reviewing and evaluating the CEIAG provision in school for Years 7-11. Mr R. Noon Head of Year 12/13 for post-16 and Mr I Pindar, SEND for students with additional needs.

The reviewing and monitoring of the programme will be done by:

- Meetings for feedback and discussion;
- Teacher, student and parent evaluation;
- Analysis of destination data, NEETS;
- Careers guidance interviews;
- Feedback from meetings;
- Meeting with external agencies e.g. LiNCHigher and Careers and Enterprise;
- Lesson evaluation;
- Employer feedback;
- Careers surveys;
- Evaluation of the programme using the Compass audit tool.

Impact

Students develop detailed Careers knowledge and skills across the curriculum and, as a result, achieve well.

This is reflected in results from examinations that meet government expectations, or in the qualifications obtained by the students, successful destination Data results and personal achievements (Progress Files)

Students become ready for the next stage of their education, employment or training. They gain qualifications that allow them to go on to chosen destinations that meet their interests, aspirations and their intended course of study.

The progress is also tracked and assessed in the completion of the Compass+ programme and its bi-annual assessments monitoring the schools CEIAG impact on the Gatsby benchmark outcomes.

The CEIAG policy will be reviewed bi-annually unless there is new statutory requirement.

Contact us

Mrs H Bates, Assistant Headteacher, Care and Guidance
Mr N Johnson, Link Governor for Careers