



# WILLIAM FARR

C of E Comprehensive School

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

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### 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

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### 1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

### 2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find at [William Farr C of E Comprehensive School - Policies](#)

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found at [William Farr C of E Comprehensive School - Policies](#)

### 3. Roles and responsibilities

#### 3.1 Careers leader

Our careers leader is Catherine Roberts, and they can be contacted by phoning 01673866900 or emailing [c.roberts@williamfarr.lincs.sch.uk](mailto:c.roberts@williamfarr.lincs.sch.uk). Our careers leader is the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

#### 3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard

- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### 3.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

## 4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities at each key stage in PSHE:

### 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.

#### **4.1 Pupils with special educational needs or disabilities (SEND)**

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

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.

#### **4.2 Access to our careers programme information**

A summary of our school's careers programme is published on our school website [William Farr C of E Comprehensive School - Careers and Work Experience](#) including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Mrs C Roberts.

#### **4.3 Assessing the impact on pupils**

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- 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.

## **5. Links to other policies**

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

## **6. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the [governing board/a committee of the governing body] and reviewed every 3 years.

The next review date is: October 2027