

St John's CEIAG Policy 2019-2021

St John's is committed to providing a planned programme of Careers Education and Information, Advice and Guidance (CEIAG) for all students in Years 7-13. A young person's career is the progress they make in learning and work. CEIAG helps young people:

- Develop the knowledge, confidence and skills they need to make well informed and thought through choices.
- To be able to manage their careers and sustain employability throughout their lives.

St John's aims to help all students fulfil their potential and experience success through an educational environment, which responds to individual need and stimulates and challenges each and every student. CEIAG is accorded high priority within the academy, and seen as crucial in preparing students to make decisions regarding the opportunities and challenges of adult and working life.

To support the academy's curriculum there is a planned programme of careers education delivered by Well-Being staff with support where appropriate from a Careers Lead. IAG is available for all students and delivered by a qualified Careers Adviser. Particular emphasis is placed on making effective career decisions in Years 9-12. We have strong and effective pastoral and tutorial systems which provide the means to ensure students receive support and guidance at key transition points. CEIAG works closely with employers, Further and Higher Education institutions and our local community to support students in the life-time experience of learning.

Related Policies

St John's written policy for CEIAG addresses the career learning and development needs of its students. It satisfies the key statutory obligations in relation to guidance provision, as well as non- statutory careers education and work related learning. The policy has been developed in consultation with those responsible for planning, delivering and reviewing CEIAG as well as the young people and their parents who will benefit from it. It complies with the statutory careers guidance and access for education and training providers, January 2018, and the aims of DofE Careers Strategy, December 2017 as well as working towards meeting the Gatsby Benchmarks required by 2020.

Learner Entitlement

Students at St John's are entitled to receive:

- Clear advice and information about **all** the options available, so that they understand what they involve.
- Support and guidance to help them make choices and complete a career plan for the future.
- Regular personal support on information on how well they are doing.

- Help to decide what to do when they leave their course, including further learning, training or employment.
- A programme of CEIAG which helps them to develop skills and knowledge to make choices and the transition to work and learning; by addressing the following themes: self-development, exploration of opportunities, decision making, implementing career plans.
- The opportunity to be involved in making decisions about things that effect their learning.
- An opportunity to learn about the world of work.
- Students and parents/carers are made aware of this entitlement through the school's web site. Students are encouraged to review their entitlement regularly within tutorial settings and designated CEIAG lessons.

The delivery of this entitlement is underpinned by the following values;

- Impartiality
- Confidentiality
- Ownership by the young person
- Transparency
- Accessibility
- Raising aspirations
- Promoting equality of opportunity and actively challenging stereotypes
- Helping young people to progress

Careers Education

The focus is on learning outcomes under three broad aims:

- Understanding themselves and the influences on them (self-development)
- Investigating opportunities in learning and work (careers exploration)
- Making and adjust plans to manage change and transitions (career management)

Work-Related Learning

The curriculum includes planned learning, which is undertaken **through** work, **for** work and **about** work. Work related learning is part of the Key Stage 3 and Key Stage 4 programme. It is provided through employer talks and activities as well as mock interviews and work experience in Key Stage 4. Other WRL takes place across the curriculum and is sign-posted in schemes of work. Work related learning and work experience are seen as making significant contributions to achieving economic wellbeing.

Delivery of the entitlement

Students receive IAG in both formal and informal settings. Entitlement statements are issued at each key stage to students at the beginning of their careers module and appear on the school's web site. The careers programme is designed to meet the needs of students at **St John's Academy**. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

KEY STAGE 3

In years 7, 8 and 9 Career lessons are delivered within Well-Being delivered by specific Well-Being teachers and/or tutors. The students will look at themselves and the way they are progressing. Students in Year 7 have an employer visit as part of their lesson programme. Students in year 8 are introduced to different progression routes with a 'Your choices' theatre production. Students in year 9 participate in a real life simulation of work call The Real game. They have option assemblies and an individual guidance meeting as part of their option choices as well as attending a Moving On Fair.

KEY STAGE 4

In years 10 and 11 Career lessons are delivered within Well-Being classes delivered by specific Well-Being teachers.

Students will look at employability within the world of work and post 16 progression routes and attend a Moving On Fair, represented by Further & Higher Institutions, training providers and employers.

Year 10 students apply and take part in a mock interview outside the school as well as a work experience placement. Year 11 students are given information from different learning providers during career assemblies and career talks. External mentoring is offered to targeted students. Additional support is offered to students wanting to follow the apprenticeship route.

KEY STAGE 5

There is a separate careers programme for sixth form students. Its aim is to equip students with the necessary information and decision making skills to make informed judgements about their future. Topics on career issues are delivered through the social studies programme for years 12 and 13 and include a variety of speakers, covering both higher education and alternative options, such as apprenticeships. Social studies alternates each term between the two year groups. Students also take part in a variety of visits organised by the sixth form teaching and leadership team. Tutors work closely with students to support them with personal statements and progression planning.

Work Experience

Students in Year 10 and Year 12 are expected to participate in work experience or work shadowing and have the opportunity to participate in voluntary work experience in the sixth form. It is explained to all students during assembly slots and separately to parents at careers evenings. The details of this activity are outlined in **St John's Work Experience Policy**.

All students source their own placements with local employers and parents. Students are supported by the Careers & WRL department to identify and apply for places. Student own placements for work experience are checked by Careers & WRL Administrator, in conjunction with the Careers Leader. Places considered above low risk are health and safety checked by an external Health & Safety Adviser.

Careers and WRL staff, tutors and other staff visit students who take part in work experience. Preparation or work experience including health and safety briefing takes place in an assembly prior to the work experience week. Students complete a log of their experience and review this on return to school.

Information

Careers information is housed within the careers section of the main academy Library and the Sixth Form Library and learning centre. This is maintained by the academy library staff.

Students receive assistance in using the library in year 7 during induction sessions and it is included within careers education lessons. There are fourteen computers in both libraries which have access to the internet and specialist careers programs. Students have access to ICT within the school during break times and after school.

Prospectuses and online careers information is available from the Careers office, G121. Online careers information and curriculum material are available on the academy sharepoint site <http://www.stjohns.wilts.sch.uk/careers/>

Students receive lessons on the use of the careers online resources during all of the key stages and are allocated lesson time to use them. Careers resources are detailed in student planners and demonstrated during career parent evenings. The resources are incorporated into career lesson plans. Students receive lessons to help develop information handling skills. In ICT, students are encouraged to decide whether information available electronically is current and relevant and free from bias.

Students are also encouraged to consider the use of the internet for presenting information about them-selves in a safe manner. Research skills are also developed in a range of curriculum areas.

Tutors are given a list of available resources for their tutor group and a yearly session is included in the CPD programme, delivered by the Careers Leader.

Display boards are used for internal and external Careers and progression information and WRL activities for key stage 4 students and in the sixth form corridor for key stage 5 students. The boards are updated by the Careers Leader.

Advice:

Advice to students on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals. Informal advice is available on career and work related learning activities from the Careers Leader, in the Careers Office, G121 and Sixth Form Leadership Team.

Tutors offer informal advice during tutorial sessions and through their daily 1:1 contacts with students. Tutors are well placed to understand the varied needs of their students and will usually have knowledge of the student and their circumstances. The tutor is often the first point of contact for a student who may have an issue they wish to discuss. Staff CPD sessions on careers and work related issues are delivered annually to tutors by the Careers Leader. Tutors are required to sign paperwork relating to work related Learning activities, option choices in year 9 and intended destination forms in year 11. In this role tutors are expected to clarify students' options and suggest alternative courses of action. Advising a student on options will often require signposting an individual to the relevant information resource of source of help. For this reason, tutors need to have a comprehensive knowledge of sources of information and help for a range of student needs. They are supported by other professionals such as the Careers Leader and Sixth Form Management Team.

Advice is also provided by curriculum teachers and by visitors and other professionals working in our school. Whilst the school expects all staff to offer impartial advice to students, staff

should clearly understand the limits of their professional skills and knowledge of the range of issues facing students. The provision of an advice service will, from time to time, result in referral to other staff within the school and to other professionals offering a more in depth and specialist support service.

Guidance:

Careers guidance provision is available in line with the statutory requirements to all students in years 7 to 13 and the Careers Leader is qualified Careers Adviser and holds level 6 OCR qualification in careers guidance. To ensure independence and impartiality the academy is a member of the Careers & Development Institute and adhere to their professional codes of practise. One to one impartial and independent guidance is delivered on a weekly basis and individual interviews can be arranged from the careers office. Action plans are completed at career guidance meetings for each student and if agreed by the student, available through SIMS linked documents. Career guidance information is advertised on the careers noticeboard, through tutor updates and on the school newsletters.

Students can ask for a careers interview via the careers office in G121 or can be referred by their tutor, Head of year, key worker, subject teacher or parent. Targeted groups, such as Pupil Premium, will be automatically included in the provision of one to one impartial and independent guidance.

Tutors / College Principals

Tutors allocate time to talk to their students in years 9, 10 & 11 either at specific times of the year e.g. year 9 during option process and year 11 in terms 3 and 4 or where a need has arisen for individual support. This would be done during their normal college assembly time. Tutors would not be required to give careers advice and guidance however they could give student support and suggest areas for research. A tutor pack is provided with relevant resources for tutors to use.

Assessment, Recording and Reporting

Work is assessed and marked through peer assessment, teachers and tutors. Specific CEIAG activities are recorded on SIMS. Students will have meetings with their form tutor and their parents/carers will have an opportunity to come to a parents/carers evening. They will also receive a written report each year. Assessment and reporting on learning is done in line with the school's St John's Feedback Policy. The academy achieved the quality award Career Mark in April 2017 and is working towards its revalidation in May 2019.

SEND Students

Students with specific learning needs are either covered through the normal guidance referral system or through the Annual Review process and will include liaison with the Director of Additional & Special Educational Needs and Young Persons Disability Support Team, Wiltshire Council.

Individual Learning Planning

The school operates a system of individual target setting and parents' evenings. The written plans which result from the sessions are shared with the student and copies are held on the students' personal computer file.

Where a student has a statement of special educational needs, the annual review and transition planning meetings provide opportunities to set and review targets. The Careers

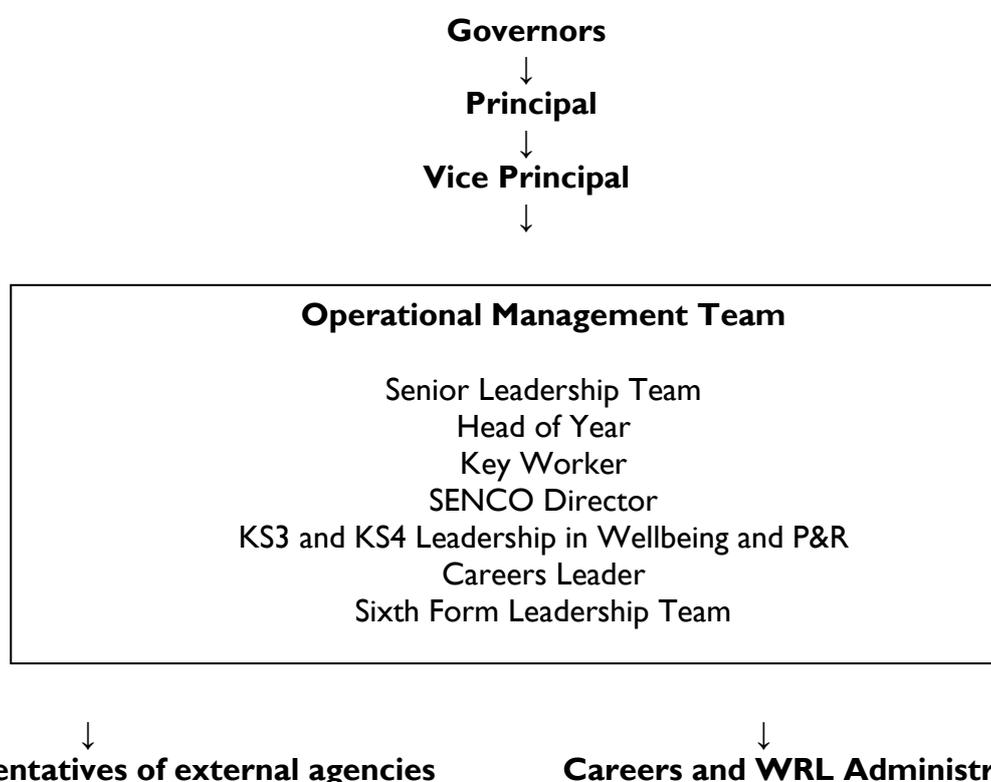
Adviser supports students to create individual action plans which contribute to the process of individual learning planning. Students have access to a variety of online career resources which include using Fast Tomato, a careers exploration site and Careerpilot.

Mentoring

Mentoring support is provided for students at KS4 who will benefit from the support, such as those deemed at risk of disengaging from learning. Information is taken from subject teachers and other members of staff. Discussions with parent/carers and students are a vital part of the process. External mentors are DBS checked prior to participating in a mentoring programme.

Management and co-ordination

IAG is a whole school responsibility, but is managed and co-ordinated and delivered in the following ways:



Roles and responsibilities

The **Governor** with responsibility for CEIAG maintains an overview of provision and ensures that the school meets its statutory requirements. The **Principal** ensures that adequate resources are made for the provision of IAG and that the school complies with the national standards for IAG through a commitment to Career Mark. They will ensure that the school complies with legislative requirements by providing adequate resources and through processes which support continuous improvement. The **Vice Principal** oversees the development and delivery of the schools CEIAG provision. This involves ensuring that all staff involved in the development and delivery of CEIAG have their training needs identified and met. For more information on staff training and development see the school policy on professional development.

The **Careers Leader** is responsible for managing the strategic direction and day to day delivery of the careers programme, The post holder is the careers guidance adviser and

reports directly to the Vice Principal. The responsibilities include the provision of career education lessons and work related learning activities for all ages and the careers information provided through online resources, the careers library, noticeboards and information in newsletters and student leaflets, ensuring the organisation meets the minimum standards for careers and personal information support information. The post is responsible for the evaluation of progression data for year 11 students.

Information and advice is also provided by the post holder to students through assemblies, group activities and day to day contact. This position is responsible for communicating relevant information and advice to parents and liaising with other partners both within and outside the school with some involvement in KS5 provision. The Careers Leader attends a number of parent evenings throughout the year. The post holder holds a L4 Certificate in Careers Education & Guidance and Level 6 Diploma in Career Guidance and Development.

The **Careers and Work Related Learning Administrator** supports both posts above and has direct contact with students. They report to the Careers Leader. The post holder has the key responsibility to coordinate the work experience programmes, both block and extended placements and liaising with the Health & Safety Adviser. The post is responsible for the collation of progression data on year 11 students which is submitted to Wiltshire Council. The administrator coordinates the referrals, visits and targeted students for career guidance from all age groups as well as any administrative support required within the overall career and work related learning provision.

Assistant Vice Principal of Sixth Form facilitates the careers programme for students in years 12 and 13 through a programme of activities and lessons within their Social Studies curriculum. They liaise with the Careers Leader to identify student needs and the referral of students for one to one guidance, as well as more general activities for students and parents. The post holder circulates a weekly bulletin to all sixth form tutors which includes open day details and other career related information. The post holder also coordinates talks and information to year 11 students and parents regarding the options available to them within the sixth form.

Tutors - CPD is held for tutors with tutor pack information to enable tutors to support tutees as appropriate. Each sixth form tutor produces a grid for their tutees detailing their current grades, potential future routes and career ideas. They meet with students individually and record progress on their individual grids as part of their tutor role. Student requiring aptitude tests due to their intended progression routes liaise with the Director of Sixth Form and/or Student Manager.

The **Sixth Form Student Manager** is responsible for producing the parent and tutor packs which include career related information as well as relevant careers information included in student planner.

The librarian works closely with curriculum leaders and is required to:

- ensure access for students.
- tidy the resources and provide relevant displays.
- Liaise with the Careers & WRL Manager and sixth form leadership team regarding issues of maintenance and provision.

Resources

Our commitment to quality IAG services is reinforced by the provision of sufficient resources which are both financial and practical.

- CEIAG has an identified budget which is reviewed annually in line with the school improvement plan. This includes the provision of online resources such as Fast Tomato, Higher Ideas and Careers Companion.
- The school has identified a room which is used for confidential guidance and counselling interviews.
- Staff have their training needs identified and met through a process of annual appraisal and review.

Monitoring, review and evaluation

Year 11 progression data (destination information) – this information is provided by the academy to Wiltshire Council through the Information Sharing Agreement. A list of current year 11 students and their intended destinations is collated by the Careers and WRL Administrator and forwarded in March. This information is updated to actual destinations in the following Autumn term and final student destinations are completed in conjunction with the council and local college information. Destination data is taken into consideration when reviewing IAG services.

The academy ensures that 1:1 guidance provision meets quality criteria in the same way that other provision does. This is done through a programme of discussion and evaluation work with external advisers, adherence to the Careers Development Institute code of ethics and student feedback

Parents/Carers are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader for KS3 & 4 or Director of Sixth Form for KS5 students. specific careers or WRL events such as feedback forms, focus groups, tutor discussion, and for work experience through completed work experience diaries, student reflection and employer reports. Feedback is also sought from external partners and visitors involved with school activities such as the Moving On Fair and Mock Interview week.

The feedback from all stakeholders and student progression information is considered as part of the annual planning process for CEIAG. Policies are reviewed every two years.

Quality Assurance

St John's completes the Careers and Enterprise Company's Compass Tool on a termly basis to monitor the progress towards meeting the 8 Gatsby Benchmarks as part of the statutory duty. St John's is one of 40 schools belonging to Swindon and Wiltshire Careers Hub which requires to school to attend network meeting to support working towards achieving the Gatsby Benchmarks. The school is supported by a Careers & Enterprise Adviser who works with the Careers Leader to assist with careers & work related activities.

Date of policy: February 2019

Review date of policy: February 2021

Signed: 

Date: March 2019

Principal: 

Governor:

