

Careers Education, Information and Guidance Policy

Aurora Eccles School

Policy Reference:	<i>ECS8</i>
Version Number:	<i>4</i>
Applies to:	<i>Aurora Eccles School</i>
Associated documents:	
Approved by:	<i>Arabella Hardy- Principal</i>
Implementation date:	<i>October 2023</i>
Next review due by:	<i>October 2024</i>
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

0. Summary of changes since previous version of policy

- *Updated information regarding the Education (Careers Guidance in Schools) Act 2022 which came into force on 01.09.2022 regarding entitlement to careers guidance from years 8 - 13*

Intention

At Aurora Eccles School we recognise that students are entitled to careers education that is impartial and confidential. As such, we start the process from the beginning of each student placement by providing an enriched careers Programmes that reflects each student needs, abilities and aspirations, which guides progress through a suitable pathway into Further Education, training, or employment on completion of Year 11.

Across the curriculum, and where appropriate, we aim to link subject areas to career possibilities, whilst at the same time, in conjunction with the student and their parents, individually design a careers Programmes that is differentiated, and includes a range of activities matched to each students' stages of learning, planning and development.

In addition, the Aurora Eccles Careers Programmes aims to:

- Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school.
- Ensure students' readiness to take their next step in their learning or career.
- Help students to understand the changing world of work and engage positively in the local community
- Facilitating meaningful encounters with employers for all students
- Enabling students to develop the research skills to find out about opportunities
- Help students to develop the skills, attitudes and qualities to make a successful transition into the world of work.
- Encourage participation in continued learning, including further and higher education and apprenticeships.
- Support inclusion, challenging stereotyping and promoting equality of opportunity.
- Contribute to strategies for raising achievement, particularly by increasing motivation

Implementation

Our careers Programmes starts from Year 7 and progresses throughout Key Stage 3 mainly through the PSHRE Programmes, building in Key Stage 4 to a more personalised approach that includes links with industry, extended work experience placements. In addition, there are a series of in-school Enterprise days that in many cases are kite marked by a certified qualification in "Employability Skills".

Whilst the school leadership team has responsibility for managing the careers Programmes, the operational responsibilities are carried out by key members of staff including the Work Experience Placement Officer, who work with Beacon East, which is a service organisation that provides 1:1 independent career advice and guidance. At the same time, all teaching staff contribute to the programmes and Gatsby Benchmarks through their role as tutors and subject teachers.

The CEIAG Programmes

The school Careers Education, Information, Advice and Guidance - CEIAG Programmes operated within school also make a major contribution in preparing students for opportunities, responsibilities and experience of life. The content of this Programmes is broad in scope and includes careers education lessons, the development of skills for the workplace, guidance activities (including workshops and interviews), work-experience, careers fairs, assemblies, and visits to post 16 providers, all of which are planned, monitored and evaluated by the Career's Coordinator.

Students in years 10 and 11 follow a work experience Programmes, which is coordinated by a designated member of staff to provide individual support to students throughout their work experience placement. As part of this, the coordinator works in collaboration with Norfolk County Council Work Experience Team, ensuring that each placement is compliant and in line with relevant Health and Safety standards and safeguarding guidelines.

As a result, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience a challenging period within the workplace
- Be interviewed
- Experience a taster day in a sixth form or college setting Careers education, information, advice and guidance (CEIAG)
- Learn about the different Post-16 pathways
- Students will learn how to write a personal statement for post-16 applications; get support to apply to Further Education Colleges.
- Attend sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.
- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Continue to develop the skills needed for a successful transition
- Attend Post 16 and careers events each year, giving students the chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace.

Parent / Carer Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their child. With this in mind, the school is keen to foster parental involvement in the careers Programmes, wherever possible. This includes invites to our Independent Careers Guidance meetings.

Annual review meetings with parents/carers and Local Authorities include discussion and target setting related to Transition / Career pathways and choices, based on the individual choice of each student.

Delivery of the Careers Programmes, Key Activities:

The Careers Programmes is tailored to the individual needs of each student. Students will be supported to progress through the careers Programmes at a pace which best suits their needs.

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs.

Activities will support the options process which takes place. By the end of Year 1, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Receive support to make the right 'Transition' choices, including student assemblies, parent/carer events, meeting with senior staff at school and the careers meetings.
- Volunteering activities in the local community, Internal Work-Related Activities, External Work experience and mock interviews
- Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options.

Employer Links

Links with employers, businesses and other external agencies continue to grow by building on local community connections and engaging with a range of local partners.

Careers Standards & the Gatsby Benchmarks

The school follows the Gatsby Career Benchmark, which is a framework of eight guidelines that fundamentally focuses on what makes the best careers provision in schools and colleges. This is tracked by key members of staff and is covered in a variety of subject areas including Life Skills, PSHRE, Career's Guidance and Work Experience.

Monitoring & Evaluating the Careers Programmes.

When monitoring the success of the careers Programmes, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students. The careers Programmes is evaluated in several ways, including:

- Student feedback on their experience of the careers Programmes and what they gained from it
- Staff feedback on careers lessons, mock interviews etc.
- Gathering informal feedback from external partners and from parents
- Quality assurance of careers lessons as part of the tutor time Programmes
- Student destination figures post-16.

Staff Development

Staff are introduced to the concepts, aims and Programmes for CEIAG during regular staff meetings, and more specifically, those staff who are responsible for the operational delivery of the Programmes attend conferences and network meetings to keep up to date with best practice and legislation.

Impact

Students at Aurora Eccles School benefit greatly from the careers' education and our school extended work experience Programmes, and we pride ourselves on the effectiveness of this over the last few years with 100% of our students transitioning on to further education, training, and employment. As a result, many of our students have been offered full-time apprenticeships through the success of the work experience Programmes.

Appendix A

The Annual Careers Plan- Beacon East

Appendix B

Gatsby Benchmarks school evaluation 2021

Appendix A

Overview

At Aurora Eccles School we recognise the importance of providing an enriched “Careers Programmes” from the very off and that all our students have a personal development Programmes that ensures they are well equipped for moving into further education, training or employment on completion of Year 11.

Our careers Programmes starts from Year 7 (in assemblies, topic and PSHRE sessions as well as with bespoke work such a ‘job of the week’ and builds up through the years with links with industry, extended work experience placements, in school careers and enterprise days all supported with a certified qualification in “employability”.

At Aurora Eccles School we make every effort to link in our subject areas to future careers and through our careers Programmes aim to support our students to transition onto the right pathway which would be suitable to their individual needs and particular skills.

Please see information below for our careers Programmes at each year level: -

KS3 careers Programmes	
Year 7/8	<ul style="list-style-type: none"> • Through PSHE explore personal interests, likes, dislikes, target setting etc. • Encounter with employers/employees • Careers talks from external organisations • Cross curricular support within classes and in form time
KS4 careers Programmes	
Year 9	<ul style="list-style-type: none"> • Careers advice provided in class and through PHSE • Encounters with employers/employees • Employability – lessons for students to start develop suitable career pathways during PSHRE and form time • Moving towards guest speakers coming into school or presenting via Teams— a variety of careers talks including medicine, sports and politics throughout the year linked to PSHME • Independent Careers Guidance with Beacon East
	<ul style="list-style-type: none"> • Extended work placement Programmes • Access to further education providers and college taster days • 1:1 career guidance from external careers advisors Beacon East • Norwich Job fair/careers fairs

Year 10	<ul style="list-style-type: none"> • Enterprise event run at school with local industry/companies (Christmas Fayre) • Off site visits to other education sixth providers • Talks from private training organisations/traineeships • Parents/Carers Careers open event
Year 11	<ul style="list-style-type: none"> • Extended work placement Programmes • Access to further education providers and college taster days • 1:1 career guidance from external careers advisors' Beacons East • Norwich Job fair/careers fairs • Guest speakers from employers/employees • Off site visits to other education sixth providers arranged by Aurora Eccles • Offered support linking parents/carers and school through attendance at independent career guidance meetings. • Support outside of school hours if parents/carers are unable to engage with college and FE setting open days as and where it is applicable and agreed by Chris MacKinnon

Links:

Government Careers Strategy

The careers strategy is part of the government's plan to make Britain fairer, improve social mobility and offer opportunity to everyone.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

Education Business Partnership

<http://www.beacon-east.co.uk/>

Gatsby Benchmark

[Education | Gatsby](#)

Careers guidance and access for education and training providers

Statutory guidance for schools and guidance for further education colleges and sixth form colleges (2022)

The Education (Careers Guidance in Schools) Act 2022 came into force on 1 September 2022. The Act amends the existing duty, in Section 42A of the Education Act 1997, that requires maintained schools, special schools and pupil referral units in England to secure independent careers guidance to pupils in school years 8 to 13. The Act extends the duty to all pupils in state-funded secondary education, meaning that schools must now secure independent careers guidance from year 7. The Act also establishes consistency across education settings by extending the statutory duty to academy schools and alternative provision academies in England. The associated duties and equivalent requirements in funding agreements continue to rest with schools and colleges. The department asks all maintained schools and academies to pay particular attention to their legal requirements under the provider access duty, commonly known as the 'Baker Clause', and make sure they have put in place arrangements to comply fully with this law. Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships. Ofsted's school inspection handbook has been updated to highlight the importance of schools understanding and meeting the requirements of this legislation, as careers information, education, advice and guidance is one of the key areas that informs inspectors' overall judgements on Personal Development.

At Aurora Eccles School we are not subject to these regulations as we are an Independent Special School. We do aim to use them as a reference point to guide our work to ensure it is current.

The Gatsby Benchmarks

1. **A stable careers Programmes.** Every school and college should have an embedded Programmes of career education and guidance that is known and understood by students, parents, teachers, governors 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 Programmes 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 future 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 experiences 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.

Action:

- Assessment of Aurora Eccles School careers Programmes.

“Careers assessment tool” – Compass – will be completed by June 2022 – an action plan will need to be created within the school development plan (SLT).

- To implement use of the careers “tracker tool” to embed opportunities to align with the “8” Gatsby standards.
- Produce a timeline by year group of the “Aurora Eccles School Careers Programmes” detailing delivery of the required aspects of the “8” Gatsby standards.
- Link in with business and external organisations to comply with Government careers standards.