

## Careers Education, Information, Advice and Guidance Policy

### Fairway School

<b>Policy Reference:</b>	FWS3
<b>Version Number:</b>	2
<b>Applies to:</b>	Fairway School Staff
<b>Associated documents:</b>	Curriculum Policy Quality Assuring sub-contracted provision
<b>Approved by:</b>	Head teacher
<b>Implementation date:</b>	October 2024
<b>Next review due by:</b>	October 2025
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

## 1. Intention

At Aurora Fairway 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 programme that reflects each student's 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 programme that is differentiated, and includes a range of activities matched to each students' stages of learning, planning and development.

In addition the Aurora Fairway careers programme 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
- Facilitate meaningful encounters with employers for all students
- Enable 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

## 2. Implementation

Our careers programme starts from year 7 and progresses throughout Key Stage 3, mainly through the PSHE programme, building in Key Stage 4 to a more personalised approach that includes links with industry, extended work experience placements. In addition, there is a careers calendar inclusive of visits from local professionals to inspire our students with career possibilities.

Our Careers Lead has responsibility for managing the careers programme, and we work with Form The Future, a service organisation that provides 1:1 independent careers advice and guidance. We also work closely with our Additional Needs Teams (ANT) Advisor to ensure our students have the robust support packages for their transitions to next educational placements. At the same time, all teaching staff contribute to the programme through their role as tutors and subject teachers.

The Careers Education, Information, Advice and Guidance (CEIAG) programme delivered in school has a major contribution in preparing students for opportunities, responsibilities and experience of life. The content of this programme 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 Lead.

Students in years 10 and 11 follow a work experience programme, where appropriate, 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 the LA 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.

### 3. 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 programme, wherever possible.

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.

### 4. Delivery of the Careers Programme, Key Activities:

It is clear that the Careers programme is tailored to the individual needs of each student. Students will be supported to progress through the careers programme 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.

## 5. 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.

## 6. 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. The breakdown of this, and how it is applied at Fairway, can be found in Appendix B attached to this policy. At the heart of the framework lies the online "Compass" evaluation tool which is used to evaluate the school careers programme and activity against the 8 Gatsby Benchmarks. The tool also allows us to annually manage, track and report on our school careers provisions.

## 7. Monitoring & Evaluating the Careers Programme.

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

- Student feedback on their experience of the careers programme 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 programme
- Student destination figures post-16.

## 8. Staff Development

Staff are introduced to the concepts, aims and programme for CEIAG during regular staff meetings, and more specifically, those staff who are responsible for the operational delivery

of the programme attend conferences and network meetings to keep up to date with best practice and legislation.

## 9. Impact

Students at Aurora Fairway School will benefit greatly from the careers' education. The impact of our programme will be measured through the analysis of positive destination data

## 10. Monitoring arrangements

This policy will be reviewed annually by the Career's Coordinator, Deputy Head.

## Appendix A

### The Annual Careers Plan- in collaboration with Form the Future

#### Overview

At Aurora Fairway School we recognise the importance of providing an enriched “careers programme” from the beginning, and that all our students have a personal development programme that ensures they are well equipped for moving into further education, training or employment on completion of year 11.

Our careers programme starts from year 7 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 Fairway School we make every effort to link in our subject areas to future careers and through our rigorous careers programme aim for 100% of our students transitioning onto the right pathway suitable to the individual needs and particular skills set of each student.

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

<b>KS3 careers programme</b>	
<b>Year 7/8</b>	<ul style="list-style-type: none"> <li>• Through PSHE explore personal interests, likes, dislikes</li> <li>• Encounter with employers/employees</li> <li>• Careers talks from external organisations</li> </ul>
<b>KS4 careers programme</b>	
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Careers advice from external careers advisor and action plan developed</li> <li>• Encounter with employers/employees</li> <li>• 1:1 careers meeting with careers advisor – students have access to this before making GCSE option choices</li> <li>• <i>Fast Tomato</i> sessions – online careers programme that looks at careers that fit students interests</li> <li>• Employability – lessons for students to start develop suitable career pathways</li> <li>• Careers workshop for students run by our external partner Form The Future</li> <li>• Off site visits to FE providers, Universities and College.</li> <li>• Guest speakers – a variety of careers talks including medicine, sports and politics throughout the year</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Access to further education providers and College taster days</li> </ul>

	<ul style="list-style-type: none"> <li>• 1:1 careers guidance from external careers advisors</li> <li>• Cambs Job fair/careers fairs</li> <li>• Enterprise event run at school with local industry/companies(Christmas Fayre)</li> <li>• Guest speakers from employers/employees</li> <li>• Off site visits to other education sixth providers</li> <li>• Talks from private training organisations/traineeships</li> <li>• Parents/cares Careers open event</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Extended work placement programme</li> <li>• Access to further education providers and College taster days</li> <li>• 1:1 careers guidance from external careers advisors</li> <li>• Cambs Job fair/careers fairs</li> <li>• Enterprise event run at school with local industry/companies</li> <li>• Guest speakers from employers/employees</li> <li>• Off site visits to other education sixth providers</li> <li>• Talks from private training organisations/traineeships</li> <li>• Parents/cares Careers open event</li> </ul>

## 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

### **Online Careers Tool**

<https://www.fasttomato.com/tour/>

## Appendix B

### The Gatsby Career Benchmarks: a world-class standard for schools and colleges

- Every young person should be supported by their secondary school or college to prepare themselves for a future successful career.
- Young people, parents and employers need to be involved from the beginning in the design, delivery and evaluation of the advice and guidance programme in schools and colleges.
- The Gatsby Charitable Foundation has brought together the best national and international research to set out eight Benchmarks that define excellence in careers provision.
- These Benchmarks have resonated with schools, colleges and employers, and many have started voluntarily to set out their own plans to work together to meet them.
- The Gatsby Benchmarks have set world-class standards, and now we want every school and college to use them to develop and improve their careers provision.

## 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, 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 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 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.