

# The Hemel Hempstead School



<b>Policy C58</b>	<b>Careers, Education, Information, Advice and Guidance Policy</b>	
Approved by the Full Governing Body	Adopted January 2021	To be reviewed annually

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

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### Linked Policies

#### Provider Access

<https://www.hhs.herts.sch.uk/wp-content/uploads/2020/04/C51-Provider-Access-Policy.pdf>

#### PACE

#### ASPIRE ?

### Linked Documents

‘Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff’. DFE, January 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)

Adopted by the Governing Body:

Compliance Check:

Review Period:

Review Date:

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

1.0 School Vision

1.1 The Hemel Hempstead School seeks to maximise the life chances of all of our students and so it is crucial to prepare young people for life beyond school. All students need a planned programme of activities and encounters to help them make considered decisions about their future careers. They need to be empowered to plan and manage their own futures and availability of information is a key determinant of career choice. The school endeavours to follow the DfE statutory careers guidance (2018) which includes the Gatsby Benchmarks.

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

## 2.0 Policy Scope

2.1 This policy covers Careers Education, Information Advice and Guidance given to students in Key Stages Three, Four and Five

2.2 The policy accepts the eight Gatsby Benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

2.3 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Years 7 - 13 for the purpose of informing them about approved technical education qualifications or apprenticeships

2.4 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school

2.5 All members of staff at The Hemel Hempstead School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader.

2.6 At Hemel Hempstead School, we want the very best for our students. We aim to equip them with the skills they'll need to achieve outstanding results. We want them to become independent learners and to understand the value of hard work and effort. We want them to strive for goals that they might previously have thought unattainable and never to give up in the face of adversity. We have identified six key traits that we believe will lead or students to academic excellence. These are: Ambition, Self-belief, Perseverance, Independence, Reflection and Effort.

From these key terms arises the acronym ASPIRE. We expect that, in using the language of ASPIRE on a daily basis and in developing these six traits within our students, the aspirations of our students will rise inexorably and achievement will soar. It is to these aspects of personal and social development that this policy will contribute

## 3.0 Objectives

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme.
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs to each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experience of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

#### 4.0 School Responsibilities

4.1 The school has a series of statutory duties:

4.1.1 All registered students at the school must receive independent careers advice in Years 7 - 13

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3 This advice must cover a range of education or training options

4.1.4 This guidance must be in the best interests of the student

4.1.5 There must be an opportunity for education and training providers to access students in Years 7 - 13 in order to inform them about approved technical qualifications or apprenticeships (see Appendix 3 Access Provider Policy)

4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1 and they cross reference with the objectives of this policy (See Section 3)

4.3 The Hemel Hempstead School is committed to preparing students to manage their future education and career paths by providing a planned programme of CEIAG for all students in partnership with our independent provision partner. The school aims to meet the needs of all students so the programme will be differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. It supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (for example, Ofsted) as well as our Enterprise Coordinator and Enterprise Advisor.

## 5.0 Governor Responsibilities

5.1 The governing body will ensure that the school has a clear policy on CEIAG and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 based on the eight Gatsby Benchmarks

5.1.2 meeting the school's legal requirements

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 - 13.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## 6.0 Provider Access

6.1 This section of the policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997 - check....

6.2 All students in Years 7 - 13 are entitled:

6.2.1 to find out about technical education qualifications and apprenticeship opportunities, as part of a careers education programme which provide information on the full range of education and training options available at each transition point

6.2.2 to hear from a range of local providers about the opportunities they offer through options events, assemblies, group discussions and taster events

6.2.3 to understand how to make applications for the full range of academic and technical courses

6.3 Appendix 3 show the way in which education and training providers should get in touch with the school in order to gain access to students to inform them about further opportunities

6.4 The school will work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

## 7.0 Implementation

7.1 The Careers Coordinator is responsible for coordinating the careers programme, working with the Careers Leader and the Link Governor. All staff contribute to CEIAG through their roles as tutors and subject teachers. Specific careers lessons are delivered through the PACE programme and through drop-down days.

7.2 The career education programme also includes guidance activities (group work and individual interviews), information and research activities including the use of careers software and information to parents via the newsletter or email.

7.3 Careers fairs and higher education conventions are provided at different times of the year by the Enterprise Coordinators, University of Bedfordshire and other local providers

7.4 The intended career learning outcomes for students are assessed against the Careers Education Framework for those in Years 7 - 13.

## 8.0 Partnerships

8.1 An annual Partnership Agreement is negotiated between the school and its provider, identifying the contribution to the programme that each will make

8.2 We work closely with the Careers and Enterprise Company, along with our Enterprise Coordinator and Enterprise Advisor, to support the achievement of the goals of the policy.

8.3 Contacts are continually being made with local and national businesses in order to build up relationships with employers and enhance the breadth of provision for our students. We also encourage parents to contribute to the programme sharing their expertise in various professions. We also value the contribution of our alumni and offer them the opportunity to work with the school in sharing their own career journey via talks and other activities

## 9.0 Monitoring, Evaluation and Review

9.1 The Headteacher will ensure that:

9.1.1 the work of the Careers Coordinator and CEIAG events are supported and monitored

9.1.2 the Careers Leader has an overview of CEIAG work and reports regularly back to SLT

9.2 The effectiveness of this policy will be measured in a variety of ways:

9.2.1 Feedback from stakeholders through mechanisms such as students and parent surveys

9.2.2 Feedback from external visitors to the school such as Ofsted and the Enterprise Coordinator and Advisor

9.2.3 The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

9.3 The Governors of The Hemel Hempstead School will review this policy every two years.