



Bank View School

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

2021-2022

This policy was adopted: March 2021

This policy will be reviewed: March 2022

Rationale

Careers education, information, advice and guidance programmes provide a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing pathways that suit their interests and abilities and helps each pupil to achieve their aspirations.

Vision

At Bank View School, we actively seek to promote the aspirations of pupils in order to support them to reach their full potential into adulthood.

The School provides a relevant and engaging careers programme which meets the differing needs and requirements of our students.

We prepare students for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to all students.

Statutory requirements and expectations

Bank View is committed to providing all its students with a programme of careers education, information, advice and guidance (CEIAG). The careers provision at Bank View is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

The Government's careers strategy, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This policy has been implemented with regard to the strategy and in accordance with the statutory guidance from the Department for Education published January 2018.

This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

Learner entitlement

Aims and purpose

- Prepare the students for the transition to life after Bank View
- Support students in making informed decisions which are appropriate for them
- Provide students with meaningful vocational experiences
- Develop employability skills
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible
- Raise the students' vocational aspirations

Throughout the careers education process most of our pupils will learn to build on 3 main aims underpinned by the Career Development Institute Framework

1. Self -Development – To understand themselves and influences on them.
2. Career Exploration – To investigate opportunities in learning and work.
3. Career Management – To make and adjust plans to manage change and transition

Implementation: The programme is provided to Pupils through:

- Talentino – Careers at Every Level Programme
- ASDAN / Open awards qualifications
- The PHSE curriculum

- Cross curricular careers information
- Mentoring activities
- Work Experience
- Employer Encounters
- Transition activities
- Careers Action planning – one to one Career interviews
- School website has a designated Career section
- Destination Fair where local colleges, employers and apprenticeship providers are represented.
- Supported Internships

The school Careers programme can be found within the Careers section of the school website

Resources:

Staffing

All staff at Impact contribute to CEIAG delivery through their roles as Form Tutors, Subject Teachers, Learning Facilitators and Mentors. Careers education sessions are delivered by Teachers through Personal Development lessons. These sessions are monitored by the Careers Leader Team.

Key personnel:

_____ Link Governor for CEIAG

Claire Pattison - Deputy Headteacher and Careers Leader overseeing the CEIAG Programme.

Andrew Wrigg – KS4 Visits and Work Experience

Gareth Davey/ Corinne Southern – 16-19 Provision

Job Coaches - James Hall / Maria Hughes

Careers Advisor – Neil Alecock - TAGS

Information, advice & guidance

Schools are required to provide independent and impartial career guidance and to ensure that students have access to information and advice about all pathways.

The Careers Advisor will provide individual and impartial interviews throughout the year to pupils in years 9 to 14. Careers Provision services are commissioned by an external provider TAGS. The Careers Advisor will attend year 9 EHCP reviews and transition meetings and share any action plans with pupils, parents and other members of staff.

Stakeholders and partners

Bank View work with the Liverpool Careers Hub and The Careers & Enterprise Company. We also work closely with the Local Authority SEND support team.

We have strong links with local FE providers, Social Care Provisions and Employers.

We recognise the important role that parents have in their child's career development. Parents and carers should be recognised as co-partners in the career development and they will be supported in developing the confidence and capability to support their child's planning and decision-making.

Differentiation:

A differentiated careers curriculum makes allowances for individual differences in ability and interest. This is done by:

- Providing different tasks for individuals.
- Planning the level of support needed for individuals.
- Planning for a range of outcomes and different levels of success from the same task.
- Supporting individuals when and where they need it.
- Giving different responses that match their own needs.
- The creation of the programmes reflects the needs of pupils.

Equal Opportunities:

It is the aim of CAEIG programme is that all pupils should have access to all parts of the programme regardless of gender, race or disability and whatever their post school intention. The materials used in school present positive images and are set to challenge traditional stereotypes with regard to gender and disability.

Monitoring & Evaluation

The careers programme will be reviewed each year to ensure targets are being met and progression is shown in the pupils learning. Amendments to the learning

outcomes will be made as and when necessary to fit in with the diversity of the pupils needs in accordance with the policy and procedure.

The school will review this policy annually, and will incorporate the latest guidance. Revision of plans and progress against them will be reviewed as an integral part of the school's management procedures.

Bank View use The Career and Enterprise Compass tool to assess provision against the Gatsby benchmarks, this allows us to quickly and easily discover our strengths and find areas for improvement.

Stakeholder feedback will be collected and monitored on a ongoing basis and used for evaluation purposes. The destination data of our pupils will also be collated and analysed to identify areas for development.

Home/school Liaison:

The importance of informing, engaging and supporting parent/carers when dealing with the future of the pupils is paramount in Careers education especially towards the transition period. Parents/carers will be:

- Made to feel welcome and valued.
- Helped to understand the processes and principles underlying a careers education programme.
- Given information which is clear and accessible.
- See how they can contribute to the guidance and planning process and empowering them to do so.
- Given support in overcoming or coming to terms with their anxieties about their child's future.