

# The Angmering School

**Ambition**

**Courage**

**Respect**

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

**2022**

Including Appendix 1 Work Experience post 16

# The Angmering School CEIAG Provision Policy

## **Students at The Angmering School are entitled to receive:**

- Clear unbiased advice and information about all pathways available.
- Support and guidance to help them make choices.
- Regular personal support and information on how well they are doing.
- Help to decide what to do when they leave school, including further learning or employment.
- A programme of careers education which helps them to develop skills and knowledge.
- The opportunity to be involved in making decisions about areas which may affect their learning.
- An opportunity to set out an individual learning plan.
- An opportunity to learn about the world of work.

The Angmering School makes CEIAG available to students at a time which is appropriate to their needs and in a format and style which allows them to make maximum use of the service.

Information about this entitlement appears on the school website. The delivery of this entitlement is underpinned by the following values:

- Impartiality
- Confidentiality
- Ownership by the young person
- Promotion of Equality of opportunity
- Transparency
- Accessibility

## **DELIVERY**

All students receive high quality CEIAG through a clearly planned learning journey linked to the Empowerment Curriculum which enables students to access information and guidance through curriculum areas, a comprehensive careers event programme and through individual support and guidance through tutors.

## **EDUCATION**

Since 2012 students have been participating in a CEIAG programme. This helps students to match their skills with relevant future education and training opportunities, develop their CVs and research access requirements for a full range of careers. Careers education is embedded in the curriculum via subjects and specific courses such as Perspectives and Insight. The 'Empower my Future' learning journey shows an outline of the opportunities available to students.

## **ADVICE**

Advice to students is given through a number of avenues throughout KS3, 4 and 5. Tutors, subject teachers and mentors offer informal advice during tutorial sessions and through their daily 1:1 contacts with students. The tutor is often the first point of contact for a student who may have an issue they wish to discuss. In this role they are expected to clarify the student's options and suggest alternative courses of action. Advising a student on options will often require signposting an individual to the relevant information resource. For this reason, teachers who operate as tutors need to have a comprehensive knowledge of sources of information and help for a range of students' needs. Advice is also provided by curriculum teachers, outside agencies and by the careers manager working in 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. Those teacher Perspectives and Careers will receive appropriate training to provide advice to students within the taught curriculum. The provision of an impartial advice service will result in referral to the careers manager within the school offering a more in depth and specialist support service.

### **ASSESSMENT OF NEED**

The referral system at The Angmering School is based on an accurate assessment of need. A formal process of assessment takes place annually. Information is collated from the schools data recording systems such as Edukey, SIMs and Unifrog and from the students own aspirations and personal circumstances. This information is recorded and used to develop the guidance programme.

### **REFERRAL**

An individual working with a student may identify the need for support from a specialist, for example the LA Participation Officer. In this case a system of referral exists. The referral system in The Angmering School facilitates obtaining specialist advice or resources to meet individual's needs where these can't be met by current resources. Students are always involved in the process of referral. They are informed of the process and their views sought at all times. The referral process makes provision for students and their parents to self-refer. Account is taken of any request for specialist help and the necessary documentation completed. Criteria for referral is clearly identified, written down and communicated to any individuals and agencies involved in the referral.

### **GUIDANCE**

Guidance is a client centred process which helps a young person to personalise the knowledge and skills gained throughout their full range of learning opportunities. Guidance consists of a number of planned interventions, which enable young people to make and implement well-informed and realistic decisions about their path through life, and manage the subsequent transitions. Guidance may take place at The Angmering School in a number of ways including:

- 1:1 discussions with School Careers Manager or Independent Careers Advisor
- Planned enrichment activities with a career focus such as University of Chichester outreach Sessions or the Bath Scholars programme
- The taught curriculum and pastoral support programme.

### **1:1 GUIDANCE SESSIONS**

Young people receive guidance through 1:1 interventions both formally and informally by either an external careers adviser or the school careers manager. Details of the arrangements with the careers service are clearly described in the annual partnership agreement. At present, the careers service provides independent impartial careers advice to our more vulnerable students which include potential NEET students who are currently in Year 11 and our CLA students.

### **INDIVIDUAL LEARNING PLANNING**

Students are encouraged to develop personalised action plans by using the Unifrog software which is used in the Perspectives and Insight programmes and by tutors post 16 The students record their aspirations and the actions they need to complete for these to be realised. The tool allows students to capture careers related activity which they can use to write personal statements, CV's and applications.

### **RESOURCES**

Each curriculum area has an identified budget which is reviewed annually in line with the school improvement plan which should allow for development of SOW to include careers education and

advice. 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. The careers budget is reviewed annually in line with school priorities.

### **PERSONAL DEVELOPMENT WITHIN THE CURRICULUM**

The delivery of CEIAG services in school is underpinned by the Empowerment Curriculum which includes a number of key personal development strands including:

- Staying Healthy
- Staying Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

These themes are delivered with subjects and discretely in the Perspectives and Insight Curriculum.

### **MONITORING, REVIEW AND EVALUATION**

Post 16/18 progression and destination data is provided by the school careers manager and is used to monitor the number of pupils who progress into various post 16/18 opportunities. The policy in light of this is reviewed annually. The careers service provides follow up information, which serves to monitor dropout rates from destinations. These factors are taken into consideration when reviewing CEIAG

### **MANAGEMENT AND COORDINATION**

**Governors:** Maintain an overview of provision and ensure that the school meets its statutory requirement under the education act (1997), health and safety legislation and anti-discrimination legislation, and the special educational needs and disability act 2001.

**Headship Team with the Careers Manager:** Ensures that adequate resources are provided for the provision of CEIAG and that the school complies with national standards for CEIAG through a commitment to career mark standard. They will ensure that the school complies with legislative requirements by providing adequate resources through processes which support continuous improvement. They will oversee the development and delivery of the school CEIAG provision. This involves ensuring that all staff involved in the development and delivery of CEIAG have had training needs identified and met.

**External Careers adviser:** To meet during the Spring term with students who have been identified as potential NEET in Year 11 or CLA students in Year 9-11. To review students progress with the school careers manager and create moving on plans which are to be held in students progress files.

### **ROLES AND RESPONSIBILITIES**

CEIAG is a whole school responsibility but is managed and coordinated and delivered within school in the following ways:

Headship Team Line Manager

- Production and updating of the careers education and guidance policy.
- Oversight of the careers education schemes of work.
- In-service training for all staff delivering careers education.
- Liaising with the school careers manager to plan and review the programme
- Identifying the career guidance needs of pupils and making appropriate referrals.

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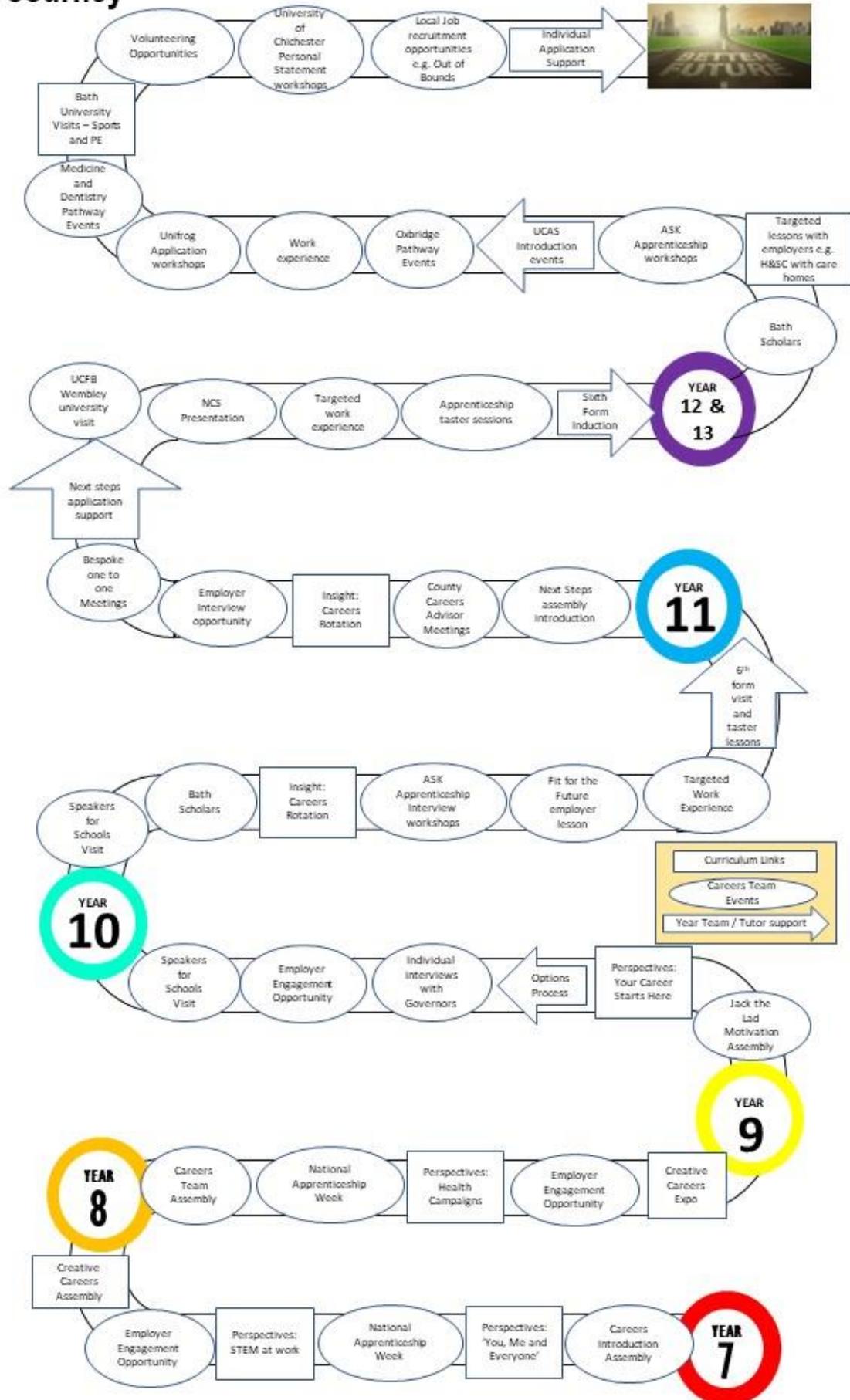
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The School Careers Manager

Interviewing Students	<ul style="list-style-type: none"><li>● To refer to our Year 9 - 11 CLA students and our potential Year 11 NEET students identified by our RONI to County so that our external careers adviser has access to all the relevant information.</li><li>● Monitor the progress of CLA and potential NEET students.</li><li>● To work closely with all teaching staff.</li><li>● To interview students linked to their personal statements and our school curriculum.</li><li>● To target, interview and support all Pupil Premium students in Years 9 - 11.</li><li>● To perform targeted interviews for Year 11 students who may have been referred from staff or identified within Insight lessons.</li><li>● To ensure that all students in Year 9 - 11 with EHCPs are monitored and receiving the correct Careers Information Education Advice and Guidance.</li><li>● To interview Year 10 students who have been referred by teaching staff.</li></ul>
Work Related/ Alternative Curriculum	<ul style="list-style-type: none"><li>● To manage and oversee careers guidance and understand the needs of students and make appropriate referrals.</li><li>● To develop relationships with local businesses and employers.</li><li>● To liaise with local apprenticeship providers and colleges regarding LMI.</li><li>● To liaise with the Partnership Coordinator regarding opportunities surrounding work placements with outside agencies.</li><li>● To oversee KS4 &amp; KS5 students who are on block or extended work placements.</li><li>● To arrange interviews and taster days for our Fresh Start students. To support the process and ensure that parents and colleges are aware of any particular needs.</li></ul>
School curriculum and in class activities	<ul style="list-style-type: none"><li>● To arrange and deliver assemblies regarding Post 16 options.</li><li>● To work with teaching staff in Perspectives and Insight lessons and plan interventions.</li><li>● To assist teaching staff in the delivery of online products</li><li>● To deliver some Perspectives and Insight lessons where specific advice and guidance is required.</li></ul>
Sixth Form	<ul style="list-style-type: none"><li>● To interview those Year 12/13 students who are intending to leave full time education.</li><li>● To be available for careers drop in sessions for all Year 12/13 students.</li><li>● To support Level 2 students with their interview process for apprenticeships or further education.</li><li>● To escort vulnerable students to any interviews and support through the application process.</li><li>● To liaise with local universities and help arrange visits and trips to seminars and conferences.</li></ul>

# Empower my Future Learning Journey



## Appendix 1 Post 16 Work Experience Policy

At the Angmering Sixth Form, work experience is part of the school's curriculum for all students and in line with the Gatsby Benchmarks it ensures that we comply to Benchmark No6 (by the end of their study programme every pupil should have had at least one experience of a workplace, additional to any part-time job they may have). It is prepared for, celebrated and reflected on, being reinforced by complementary parts of the curriculum, including our tutor programme. Work Experience is an integral part of the Careers Education, Information, Advice and Guidance (CEIAG) programme. We believe that all students should appreciate the importance of lifelong learning and be actively involved in their own learning and action planning, and setting targets for improvement. All of these elements can be found within the Work Experience programme for Year 12 students.

### Related documents: Careers Education, Information, Advice and Guidance Policy Work Related Learning Policy

DOE Careers guidance	July 2023	Gatsby Benchmarks
6. Experiences of workplaces	Every student should have firsthand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	By the end of their study programme every pupil should have had at least one experience of a workplace, additional to any part-time job they may have.

### AIMS OF WORK EXPERIENCE

- To improve student self-esteem and self-confidence.
- To increase self-awareness, especially personal skills, talents, interests and potential.
- To increase future employability by developing transferable skills To raise aspirations and awareness of education, training and career opportunities, and to inspire students to achieve their full potential.
- To assist in the development of a personal career action plan.
- To give an understanding of employers' expectations.
- To gain real life experience of working conditions.
- To increase understanding of why services, industry and commerce are important in our society, and how they interact.
- To relate classroom learning to real life applications? (I included this in the Work Exp guide I produced)
- To strengthen application to university or employment

### 3. LINKS WITH EMPLOYERS

The Angmering School continues to expand on excellent relationships with a wealth of local businesses. A wide variety of businesses are prepared to offer our students Work Experience

placements each year. In addition to this, members of the local business community also give generously of their time and resources to assist with mock interviews, employability support, our own Careers Fair, taster days and career talks and information sessions.

#### 4. ROLES AND RESPONSIBILITIES OF STAFF INVOLVED

The Head of Sixth Form is responsible for Post-16 careers and has oversight of the Careers Education Information and Guidance Programme and Work Experience. The Sixth Form Administrator has day to day responsibility for the Work Experience programme, carrying out the administrative duties, making connections with local employers and sharing opportunities with students.

#### 5. CURRICULUM LINKS AND RESOURCES DEVOTED TO THE PROGRAMME

Work Experience is an integral part of the CEIAG programme. It is viewed as a key experience in the Curriculum Support and Pastoral Care Programme.

There are six stages to the Work Experience programme.

1. Preparation	Planned programme through assemblies, with Tutors in registration, and independently, through resources given out at the beginning of Year 12. Students can seek advice and support through the Work Experience Coordinator and other staff including independent careers guidance.
2. Briefing	In assemblies and tutor periods and through the resources given to each student.
3. Placement	In various businesses chosen by each individual student. Each placement is checked for safety by the Work Experience Coordinator.
4. Debriefing	Summary and evaluation of experience, including identification of skills and knowledge gained during Futures lessons. Informal discussion in lessons and registration.
5. Follow up	A planned programme where learning is consolidated and targets are set during year 13 tutor programme. Written reports are received from employers following the placement for most students. Reports are returned to the student and a copy stored to be reviewed in Year 13.
6. Evaluation	Success of the programme and placements evaluated by both students and employers.

6. OTHER CURRICULUM SUBJECT LINKS All subject areas are encouraged to display information about employment opportunities linked to that subject, to inspire and inform. Information matching employment opportunities to subject areas at various qualification levels can be obtained from the Careers advisor and software packages such as Unifrog.

#### 7. ORGANISING BLOCK PLACEMENTS

All students are asked to choose a placement that will be challenging and commensurate with their career aspirations and potential, a full term in advance. Before deciding on a placement, students are encouraged to carry out research and seek advice from teachers, tutors, family and careers staff. The school will provide as much support as the student needs to secure a suitable placement. Placements are not arranged by the school as we find that where students have more involvement in the process of gaining a work placement, such as research and contacting employers, almost always benefit more. This also sets students up to prepare for the process of job applications in the future.