



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

'Guidance helps young people to focus on their own choices and careers...education equips them to obtain access to, and make effective use of, the guidance provided'

St Matthias School aims to help all students fulfil their potential and experience success through an educational environment, which responds to individual need and stimulates and challenges each and every student. The processes of informing, advising and guiding students are given a high priority within our school, and are seen as crucial in preparing students to make decisions regarding the opportunities and challenges of adult and working life.

Terms of the policy

Information - Information is data on opportunities conveyed through different media, including face-to-face contact – individual, in groups or classes – written or printed materials, telephone help lines, ICT software, and websites and so on.

Advice – this involves:

- Helping a young person to understand and interpret information
- Providing information and answers to questions
- Clarifying misunderstandings
- Understanding their circumstance, abilities and targets
- Advising them on their options or how to go about a given course of action
- Identifying needs and signposting or referring young people who may need more in-depth guidance and support
- Encouraging students to try out new ideas and make a choice without being influenced by others
- Encourage students to move away from the stereotype label for employment in the work force and that gender should not affect or influence possible career choice or equal opportunities

Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – guidance aims to:

- Support young people to better understand themselves and their needs
- Confront barriers to understanding, learning and progression
- Resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential.

Guidance usually involves the exploration of young people's circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

Context

The need to inform, advise and guide students are generic processes which take place within many contexts. The policy seeks to describe these processes and to explain their application through the range of curriculum and pastoral settings within our school.

Entitlement

Students at our school are entitled to receive through a wide range of processes and activities:

- Clear advice and information about all of the options available, so that they understand what they involve
- Support and guidance to help them make choices and develop a career plan for the future
- Regular personal support or information on how well they are doing (each student working with their form tutors and subject staff)
- Help to decide what to do when they leave their course, including further learning, training or employment
- Careers education which helps them to develop skills and knowledge to make choices and the transition to work and learning
- The opportunity to be involved in making decisions about things that effect their learning
- An opportunity to learn about the world of work
- 1:1 session from a specialist careers advisor

Students and parents are made aware of this entitlement through consultation meetings and direct contact. The delivery of this entitlement is underpinned by the following values:

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

CEIAG needs to be 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

Careers and personal development information is accessible in the Careers Advisors and school Nurses Room. In addition to this information is delivered to students in a timely manner through the distribution of information in assemblies and in tutor time.

There is an opportunity for students to speak with the Careers Advisor during break and lunch time on designated days during the week. Sessions with the CEIAG Advisor are operated throughout the year as demand sees fit in order to support specific year group requirements.

Access to information online is available through student or staff iPads and in the MAC room. Relevant career's websites to be accessed as appropriate. Our students receive lessons to help develop information handling skills. They are encouraged to evaluate websites and to decide whether information available electronically is current, relevant and free from bias. Students are also encouraged to consider the use of the internet for presenting information about themselves in a safe manner during PSHE and tutor time. Research skills are also developed in a range of curriculum areas from Year 7 upwards.

Information on issues, such as health and relationships – including bullying – is displayed on TV screens around the building in places frequented by students with topics being covered in more detail in PSHE lessons. Confidential information and guidance can be sought from the School Nurse or Manager of Student Services.

Staff are encouraged to incorporate information into lessons to encourage students to make the links between lifestyles and progression. At periods of decision making and transition points, staff are updated on any new and relevant information resources which might be helpful in supporting students' choices.

Advice

Advice to students on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals.

Students in Year 9 go through an options process preparing and guiding them in choosing their GCSE subjects. Parents are encouraged to discuss their child's choices with subject and careers staff at spring consultation evening.

Students in Year 11 have an initial guidance interview with the Independent Careers Advisor with follow on support throughout the year from appropriate careers staff as they go through the post 16 application process. Topics such as applying to college, looking for apprenticeships and course pathways are all covered during autumn term PSHE lessons.

Tutors offer informal advice during tutorial sessions and through their daily one-to-one contact with students. They are often well placed to understand the varied needs of their students and will usually have in-depth knowledge of the student and their circumstances. The tutor is often a point of contact for a student who may have an issue they wish to discuss. In this role, staff are expected to clarify student options and suggest alternative courses of action. Advising a student on options will often require signposting an individual to the relevant information resources or source of help.

Formal advice to students will take place through the review and target setting evenings, during which tutors will need to help students understand their options.

Advice is also provided by curriculum teachers, visitors and other professionals working in our school or alternatively when students are on visits to Colleges and Universities and Work Placed Learning.

While 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.

The provision of an advice service will therefore, from time to time result in referral to other staff within the school and to other professionals offering a more in-depth and specialist support service.

Assessment of need and referral

An individual working with a student may identify the need for support from a specialist, for example a Careers Advisor or an external PA. In this case a system of referral exists whereby an appointment is made and a one-to-one interview takes place, this can be opened up to parents if needed.

Assessment of need and referral of students can come from a variety of sources, students across all year groups can be referred onto one of the advisors or the Careers Advisor at any point in time by any member of staff or by family.

The referral system in place 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 are sought at all times.

Student Voice is used throughout all year groups to make sure that areas of interest are met through outside providers and the organisation of tailored taster sessions, activities and trips.

In addition to the above students within the SEN or potential NEET category are supported by Advisors giving support when having to manage transitions.

Guidance

Guidance is a student 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 our students to make and implement well informed and realistic decisions about their path through life, and manage the subsequent transitions. Guidance may take place in a number of settings including:

- One-to-one discussions
- Group activities, and
- The provision of, and support in using, information and ICT applications

The taught curriculum and pastoral support programme also offer a range of guidance opportunities. Some of these are described below.

One-to-one guidance sessions

Young people receive guidance through one-to-one interventions, both formally and informally, from a range of staff in learning organisations.

In-depth guidance in learning and work issues is provided by the Careers Advisor and external Prospects PA's.

In-depth personal guidance is given by the school's student services team, counselling service and school nurse.

Individual learning planning for CEIAG

Student reviews provide a summary of progress that informs discussion and helps set targets and future actions.

We operate a system of individual target setting and consultation evenings. Parents attend these sessions.

Where a student has a statement of special educational need or EHC plan, the annual review and transition planning meeting provide opportunities to set and review targets. For further information regarding annual reviews and transition planning see our SEN policy.

The Careers Advisor supports students to create individual learning plans which contribute to the process of individual learning planning.

Mentoring

Mentoring support is provided for students who will benefit from the support, including those deemed at risk of disengaging from learning and for able and talented students.

Careers Education

Key elements of good careers education are stated by the eight Gatsby benchmarks, all of which are embedded in the school's programme:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Strategy for careers guidance

The school's careers programme is reviewed each year and can be found in the careers section of school website.

The statutory requirement to deliver careers education to all students in Year 8 through to Year 13 is met through careers education elements of the PSHE lessons, the use of outside speakers from different employment sectors, tailored vocational taster sessions and in-house sessions delivered by our Careers Leader.

Work Related Learning

Work related learning is part of Key Stage 3 and Key Stage 4. It has been promoted through attendance at employer fairs and exhibitions, guest speakers from employment sectors, workplace visits, themed days and vocational taster sessions.

PSHE

The programme of PSHE in our school aims to help students develop:

- Confidence and responsibility and make the most of their abilities
- A healthy, safer lifestyle, good relationships and respect for the differences between people.
- Careers education support students learning through structured workshops and activities, specific assemblies with a dedicated focus and invited speakers. Visits are also arranged for a variety of career contexts.
- PHSE careers activities contribute to and encourage participation in continued learning, including Higher Education
- It promotes enterprise and employability skills
- To deepen awareness and understanding of courses and reduce the drop out from and course switching in school

All students are provided with timetabled opportunities to participate in activities. There are a variety of opportunities for extra curricula activities.

Monitoring, review and evaluation

Year 11 progression data – destination information – is collated throughout the autumn term in collaboration with prospects with potential NEET students identified. Data for each year is shared accordingly with both Prospects and the Local Authority

We ensure that our one-to-one guidance provision meets quality criteria in the same way that other provision does.

The school welcomes parent feedback on any aspect of its delivery of CEIAG.

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Headteacher signature: Chair of Governors signature:

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