

**Glossopdale**  
School & Sixth Form



*To aspire, endeavour and thrive together*

# **GLOSSOPDALE SCHOOL AND SIXTH FORM**

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

Revision	Authorised by	Date	Adopted	Date
New Policy	Assistant head teacher For Personal Development	21/05/2021	LGB Committee	25/05/2021

## **What is CEIAG?**

CEIAG (Career Education Information Advice and Guidance) refers to a range of activities and interventions that help young people to make the right choices. This includes independent and impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their well-being and career progression. Statutory Guidance requires schools to secure independent and impartial careers guidance for young people from Year 8 to Year 13.

At Glossopdale School, we believe CEIAG is essential for a student to develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles. The knowledge and attributes gained will help Glossopdale's students to become successful and happy adults who make a meaningful contribution to society.

## **Aims of the Policy**

1. To comply with our legal duty to deliver the statutory requirements with respect to CEIAG and to deliver the Gatsby Benchmarks.
2. To develop students' self-awareness, understanding themselves as learners and developing skills for effective learning and increasing motivation
3. To focus students on their future aspirations, encourage and support career exploration, make and adjust plans, and prepare for changes and transitions
4. To promote inclusion, equality of opportunity, challenge stereotyping and understanding of influences and opportunities
5. To meet the needs of all our students through appropriate personalisation
6. To inform parents and carers and all stakeholders about different pathways and opportunities
7. To encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities
8. To encourage students to implement their career plans and to review and evaluate it
9. To help students make improved decisions and manage the transition processes effectively.
10. To encourage participation in continued learning including further and higher education and to develop enterprise and employment skills
11. To reduce drop out from, and course switching in, education and training
12. To contribute to the economic prosperity of individuals and communities □ to ensure all students leave with the appropriate employability skills

Glossopdale's values highlight the focus of our students being able to make informed decisions based on impartial advice and upto date Labour Market Information. These, alongside our mission to *Aspire*, *Endeavour* and *Thrive* together are at the heart of this policy and curriculum area.

## **Statutory Requirements**

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- Includes information on the range of education or training options, including apprenticeships and technical education routes;
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

At Glossopdale, we want to go beyond the statutory duties and introduce a framework around which we can develop and improve our entire careers programme. This will help to promote a shared understanding of what excellent careers provision looks like and a consistent approach to achieving it.

Glossopdale School also endeavours to follow the statutory duty for governing bodies, school leaders and school staff laid out in 'Careers Guidance and Inspiration in Schools' (DfE, 2015) and the Ofsted review of CEIAG "Going in the right direction' (Ofsted, 2013) and other relevant guidance from DfE, DCSF, Ofsted and QCA as it appears, as well as the guidance laid out in the Gatsby Benchmarks of Good Career Guidance (Gatsby Foundation 2014)

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-careerguidance-2014.pdf>

The Gatsby benchmarks are in Appendix 1.

### **Principles and Values**

Glossopdale School believes that CEIAG should:

- Connect learning to the future.
- Motivate young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding.
- Widen students' horizons, challenge stereotypes and raise aspirations.
- Provide students with the knowledge and skills necessary to make successful transitions to the next stage of their life.
- Support social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

### **CEIAG Delivery**

Our guiding principle is that all of the Gatsby Benchmarks must be delivered age appropriately and be developmentally appropriate. At Glossopdale, our teaching will build on the knowledge acquired at primary school and develop further pupils' understanding of the world of work and developing high aspirations.

Our curriculum is set out in the appendix 2 but we may need to adapt it as and when necessary since this is a dynamic area of the curriculum that may need to be adapted in line with current affairs and national issues.

### **Delivery takes place in**

- Tutor period sessions - one session a week (Including Careers Live sessions)
- Beliefs and Values Lessons – one hour per week to each year group
- Other curriculum areas have also highlighted where they cover the themes through a whole school audit.
- Employer Engagement through Careers Super Learning Days and Careers Live sessions
- Work Experience in Years 10 and 12
- One to One Careers advice by the Careers Adviser and drop in sessions
- Trips to Universities and other organisations such as Law Courts.
- Sessions delivered by D2N2, DEBP and GMHigher.
- All subjects across the curriculum.
- Vocational qualifications such as BTEC level 2 and level 3 take place across the curriculum.
- Duke of Edinburgh award scheme in school offers the opportunity for CEIAG
- Extended work experience in vocational areas are available for students who require an alternative curriculum.
- Leadership opportunities are also available in school to give students the soft skills required in the world of work. These include Head Students, Prefects, Glossopdale Leadership Ladder, Sports Leadership Award, Student Council and Wellbeing Ambassadors.

## **Students with Special Needs**

We ensure that all young people receive CEIAG education and we will offer provision appropriate to the particular needs of all our students. They will be given extra support in

## **Roles and Responsibilities**

### **Governors**

The governing board will approve the CEIAG policy, and hold the Head teacher to account for its implementation. The Link Governor for Personal Development will champion this policy at the Governing body.

### **The Headteacher**

The Headteacher is responsible for ensuring that CEIAG is taught consistently across the school.

### **Asst. Principal for PD, Director of Personal Development and Head of Beliefs and Values**

These Leaders are responsible for planning and resourcing the curriculum and ensuring staff and external agencies are delivering CEIAG consistently across the school through Quality Assurance.

### **Staff**

Staff are responsible for delivering CEIAG, modelling positive attitudes to CEIAG and responding to the needs of individual pupils.

The Careers Advisor is responsible for one to one interviews and advice to groups. They also collate Destinations data and report to the County, work with the THRIVE centre to identify and prevent NEETs and help with the coordination of the schools' Work Experience programme.

### **Pupils**

Pupils are expected to engage fully in CEIAG and, when discussing issues related to CEIAG, treat others with respect and sensitivity.

### **Parents**

Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the school website, Social Media, e-mail also allows current information to be shared with parents.

## **Monitoring and Evaluation**

It is the responsibility of the Director of Personal Development to oversee and organise the monitoring and evaluation of CEIAG.

### **Monitoring and Evaluation through the following means:**

- Monitoring of lesson plans and teaching
- Learning walks
- Audit of policies and Schemes of Work
- Audit of students' work (Beliefs and Values lessons)
- Sharing of good classroom work and practice
- Collating of evidence from students' work
- Student voice on good practice
- Parent voice

### **Review of the Policy**

This policy will be reviewed in accordance with the policy review schedule. This will take place yearly under the guidance of the Assistant Headteacher and the Board of Governors.

## Appendix One: Gatsby Benchmarks



### The Gatsby Benchmarks

A Summary

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.
8	Personal Guidance.	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

## Delivery at Glossopdale

		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6 7 Weeks
Y7	Tutorials	<b>THRIVE and Intro to Student Leadership</b>	<b>Living in the wider world</b> - learning Skills L1, L2, L3 and L9  <b>Incorporate Literacy L2, L3, L5, L8, L10</b>	<b>CEIAG</b> LMI G2.1 and addressing individual needs G3.1, All STEP material for Year 7 GB2-7 (All)	<b>MBV and Cz</b> Respect M1 and M2 Volunteering M15	<b>Character and Student Leadership</b> Resilience, balanced curriculum and Leadership C7, C10 and C20	<b>PSHE and RSE</b> H13-H16, H19, H21
	Drop-Down Days		<b>Employability Skills L4 and Career Pathways L12</b>	<b>Personal Guidance</b> G8.1	<b>PSHE and RSE</b> H24-27, H32-33.		
Y8	Tutorials	<b>PHSE and RSE</b> H5, H8, H11-12, R6-7, R11	<b>MBV and Cz</b> Law M5 and M6, Liberty M8 and Money and Budgeting M16 and L16	<b>Character and Student Leadership</b> Cultural Capital, balanced curriculum and Leadership C8, C10 and C20-1	<b>CEIAG</b> LMI G2.1 and addressing individual needs G3.1 All STEP material for Year 8 GB2-7 (All)	<b>PHSE and RSE, Living in the wider world</b> <b>R20, R35-36, L22-23, L26-27</b>	<b>Living in the wider world</b> - Choices and pathways and Rights and Responsibilities L6, L9, L10, L13 and L14
	Drop-Down Days		<b>Skills and qualities required in employment L5 and Work Patterns L11</b>	<b>PHSE and RSE</b> R15-16, R45-47	<b>Personal Guidance</b> G8.1		
Y9	Tutorials	<b>Character and Student Leadership</b> Balanced curriculum and Leadership C10 and C20-1	<b>CEIAG</b> LMI G2.1 and addressing individual needs G3.1 and STEM G4.1 All STEP material for Year 9 GB2-7 (All)	<b>Living in the wider world</b> - Choices and pathways and Financial Choices L9, L10, L15-19	<b>PHSE and RSE Relationships R8-R10, R22, R44</b> <b>Options Tutorials G2.1-G2.2, G3.1, G4.1-G4.2, G8.1</b>	<b>MBV and Cz</b> Democracy M11-M15	<b>MBV and Cz</b> <b>Volunteering and Enterprise project</b> M15, C14-16, C20-21
	Beliefs and Values Lessons	Why is there suffering?  H7, H9, R3, R39, R42, M2, M9-10, C12.	E-safety  H3, H4?, H30-1, R8? R13-14, R17, R29-30, R37-8, L20-21, L24-25, M1, M8? C5-7, S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	Is death the end?  H7, H9, R3, R39, R42, M2, M9-10, C12.	Consent, conception and contraception  H35-36, R1, R4-5, R12, R18, R24-28, R31-34, M2, M7-M8, C5-C6, S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	Crime and Punishment  H28, M1, M7-10, M14? S6, S8, S13, S15, Lit1, Lit5-6, Lit8	Welcome to the real world and my future.  L1-L5, L7-L9, L12, G4.1-3? M6? M7, C7? S6, S8, S13, S15, Lit1, Lit5-6, Lit8
	Drop-Down Days		<b>Options available L7</b> <b>Routes into Work, training and education L8</b>	<b>Careers Guidance</b> G8.1,	<b>Vocational Options</b> G1.4 and <b>Encounters with Employers</b> G5.1		
Y10	Tutorials C9 and 10 (All lessons)	<b>CEIAG</b> All STEP material for Year 10 GB2-7 (All)	<b>MBV and Cz</b> Respect, Liberty, Legal system and diversity M1,M2, M8, M15, M16, M17	<b>Living in the wider world</b> - Challenges in career pathways and the world of work L5, L10-12. Work Experience Prep L13-15 <b>Leadership C20</b>	<b>Character and Student Leadership</b> Leadership C20	<b>PSHE and RSE</b> Mental Health H1-H2, H4, H6-8, H10, H14, H16	<b>PHSE and RSE</b> Relationships R4, R7,R11-R13, R17
	Drop-Down Days		<b>Living in the wider world</b> - Careers L4 and L6-9 Budgeting L16-21 and M19	<b>PSHE and RSE</b> Relationships and Contraception H26, H32, R2, R6, R14-16, R19-R21, R23	<b>Living in the wider world</b> - Media and Digital Resilience L22-L29, H3, H12, H17-H18,		
Y11	Tutorials C9 and 10 (All lessons)	<b>Living in the wider world</b> - Skills, Goals and Choices L1, L2, L3. <b>Leadership C21</b>	<b>CEIAG</b> All STEP material for Year 11 GB2-7 (All)	<b>MBV and CZ</b> Parliament and Democracy M5, M6, M11-M14	<b>Character and Student Leadership</b> Volunteering and Leadership C14-16 and C21	<b>PHSE and RSE</b> <b>Bullying, Abuse and Discrimination and Social Influences</b> R28-R29, R33, R36-R38	

	Drop-Down Day		<b>CEIAG</b> Range of learning opportunities and Apprenticeships etc G1.4, Employer engagement and Raising aspirations G3.1 and G5.1	<b>PSHE and RSE</b> Drugs, Alcohol and Tobacco and Managing Personal Safety. H21-H25	<b>Study Skills</b> Revision Techniques L1-L3	
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Post 16 also covers all of the Gatsby Benchmarks as part of their separate PD programme.