



Southwark Inclusive Learning School CAREERS POLICY 2021-22

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG), and WORK-RELATED EDUCATION.

Careers Lead:

For any career's enquiries, including provider access requests please contact.

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MISSION STATEMENT

To develop and prepare students with information, skills, and experience to make rational and informed choices at every step on their path to individual success, as a student and into adult life.

The aim of SILS is to provide a planned differentiated careers programme designed to meet the needs of our students, 8-16 years and to ensure progression through appropriate activities at their stages of career learning, planning and development. Through a well-designed and active programme, offer up; current, accurate, impartial, and focussed careers information, advice and guidance tailored to the individual needs of our students

STATUTORY GUIDANCE

- This policy is written while considering a number of key policies and statutory guidance, including:
- Framework for Careers, Employability and Enterprise Education.
- Education Act (2011) and the subsequent Statutory Guidance 'Career's guidance and inspiration for young people in schools' (DfE 2015)
- Raising the Participation Age (Education and Skills Act 2011)
- The Career Development Institute Code of Ethics
- Gatsby Benchmarks of Good Careers Guidance (2014)
- The Baker Clause: Best Practice Guidance for Schools, Providers and Learners
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SILS CAREERS ENTITLEMENT

All students in years 8-16 are entitled to:

- Access to a planned careers programme relevant to their year group.
- Access to a comprehensive and impartial guidance on options selection with links to careers and employability in year 9
- Access to a qualified, impartial, and independent careers adviser for personalised guidance
- Access to information about the world of work and labour market.

- Access to information and guidance about higher education, training and employment opportunities including technical education qualifications and apprenticeships.
- Development of their personal and enterprise skills to improve their employability.
- Receive information about technical education qualifications and apprenticeships opportunities, as part of a CEIAG programme, which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- Receive information about how to make applications for the full range of academic and technical courses.
- Access to a curriculum rich in information about careers and the world of work.
- Access a programme of CEIAG which challenges stereotypes and discrimination and promotes equality and diversity in training and in the workplace

Please click [HERE](#) to see the **Careers Education, Information Advice and Guidance (CEIAG) delivery programme**

COMMITMENTS AND OBJECTIVES

SILS aim to enable young people to learn about careers, and the world of work, so that they can manage their own development and make life choices and decisions that will benefit and affect their own wellbeing, contribute to the wellbeing of others and the work force.

We take an approach that skills and personal development is fundamental in relation to CEIAG, alongside providing guidance and support.

SILS aims to deliver a CEIAG curriculum that addresses young people’s entitlement and provides students with personal, social and employability skills alongside the knowledge and understanding to support self-development through careers, work-related education, and cross curriculum.

SILS is committed to delivering a CEIAG programme that is fully informed by the 8 Gatsby Career Benchmarks, and it is our aim to continuously work towards delivering a progressive CEIAG programme that meets all of the benchmark’s objectives outlined below:

Gatsby 8 Benchmarks

The career’s curriculum is underpinned by the statutory guidance, the Gatsby 8 Benchmarks with information on how to achieve each one. Schools should work towards achieving them now and meet them by end 2020. The 8 benchmarks are:

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.

Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.

- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers, and employers to access and understand it.
- The programme should be regularly evaluated with feedback from pupils, parents, teachers, and employers as part of the evaluation process.

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.

- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

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.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.
- All pupils should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

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.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
- Examples may include careers talks, careers carousels,
- careers fairs, mock interviews, CV workshops, mentoring,
- employer delivered workshops, enterprise competitions.

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.

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
- High quality and meaningful work experience forms a required part of 16-19 study programmes. A more flexible approach can be adopted for younger pupils and does not necessarily have to involve a traditional placement. Options could include workplace visits; work experience (1-2 weeks); job shadowing; career-related volunteering and social action.

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.

- By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
- By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.
- *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
- We must ensure that there are opportunities for providers of approved technical education qualifications and apprenticeships to visit the school to speak to all pupils in years 8 to 13. We would expect the opportunities to include a visit from a Studio School to inform key stage 4 choices; a visit from a University Technical College to inform key stage 4 and key stage 5 choices; and visits from a range of providers of apprenticeships and technical options, including an FE college to inform key stage 4, key stage 5 and post-18 choices. Schools are not required to accept every request from a provider to visit but must demonstrate, through their policy statement on provider access, that a number of opportunities are available to all pupils in each year group from years 8 to 13.

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.

- Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.
- Every pupil should have opportunities for personal guidance interviews with a qualified (to level 6 or higher) careers adviser whenever significant study or career choices are being made.

DELIVERY

SILS, CEIAG is provided through the curriculum as a subject and cross curriculum giving us pathways which together make up our primary CEIAG provision plan. These include:

- Curriculum provision within subject lessons.
- Cross-curricular provision during curriculum time as part of non-subject provision such as Enrichment activities, assemblies, and other events such as careers fairs.
- Extra-curricular provision taking place away from the classroom including opportunities as part of trips, sports teams, or community initiatives.
- Individualised provision such as individual meetings with the career's advisor, subject taster sessions to inform subject options or work experience.
- Parental engagement such as information leaflets, parents' evenings, options and open evenings or specialised information events.
- Roles that students can play within the school, such as Student councillor, Student ambassador or prefect

INVOLVEMENT WITH OTHER PARTNERS

To ensure an effective and up to date CEIAG programme SILS continues to develop and maintain close links with a range of local, national, and international employers, work-based education providers, colleges, and universities. In addition, working closely with Reed Partnership

All partnerships and visits to the school are subject to our Safeguarding Policy

MONITORING, EVALUATION AND REVIEW

An annual review of CEIAG is conducted by the Assistant Headteacher with responsibility for Careers along with other members of staff. This policy is reviewed and developed annually in discussion with students, parents, staff, governors, and other relevant partners. The CEIAG strategy will be audited against statutory guidance, evidence on good practice and other relevant frameworks and will be updated accordingly.

Destination's data, evaluation forms, student surveys and other evidence of impact will all be collated and used to evaluate the effectiveness of current CEIAG provision and inform further developments of our strategy.

Student involvement with CEIAG such as experiences with employers or the workplace, guidance on education or career pathways or educational and career-based visits are collated and filed on the school system

ROLES, RESPONSIBILITIES AND RESOURCES

A range of resources are made available to support CEIAG at SILS including:

- Ms Shallon Douglas specifically responsible for PHSE- Personal Development of students at Keystage 3
- Subject Team Leaders, responsible for supporting the Quality Education
- Post 16 co-ordinator – responsible for supporting year 11 leavers, with a range of further and higher education providers, technical qualification and apprenticeship training providers and local and national employers
- Curriculum time taken from all year groups and departments for the delivery of CEIAG drop downs and bespoke careers and employability education.
- Assemblies planned and delivered across the year for years 8-16 for the implementation of the CEIAG programme.
- All staff contribute to CEIAG through their roles as tutors and subject teachers.

LINKS WITH OTHER POLICIES

This policy supports and is underpinned by a range of key SILS policies, including GDPR and data protection, Equality and Diversity, Safeguarding and Child Protection, Special Educational Needs and Looked After Children.

This policy will be reviewed September 2022