



Holmer Green Senior School

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

February 2020

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This policy provides an overview of Holmer Green Senior School's vision for careers advice and guidance and forms the basis for all whole school and departmental careers advice and guidance.

Aims

Holmer Green Senior School will provide impartial careers education, information, advice and guidance that supports students at each transition point in their school journey. This guidance has been designed to enable all students to plan for their future and access the correct pathways for them at Key Stage 4, Key Stage 5 and beyond.

Holmer Green Senior School recognises that it has a statutory duty to secure independent and impartial careers education to all students; careers guidance includes all information on options available in respect of 16-18 education and training including apprenticeships. (Education Act 2011, DfE's Careers Strategy 2017 and Statutory Guidance for careers 2018). Holmer Green Senior School endeavors to follow best practice outlined by expert bodies such as Gatsby, DfE, and OFSTED.

Objectives

Careers guidance at Holmer Green Senior School will:

1. Be a stable programme

Careers advice is embedded into the curriculum and is stable and structured to allow students to access the best advice and guidance throughout their time at the school. The programme is lead, monitored and evaluated by an Assistant Headteacher.

2. Allow learning from career and labour markets

Every student will have access to good quality information about future options and opportunities through the support of an impartial, careers advisor and from external visitors.

3. Addressing the needs of each pupil

Every student will have at least one individual meeting with an impartial careers advisor which will be tailored to their needs. This will allow both equality and diversity considerations to be embedded throughout the process.

4. Link curriculum learning to careers

All students will have access to careers information within the curriculum. This will be demonstrated through trips, assemblies and the curriculum provision. This entitlement will have a specific focus on the STEM subjects and their importance for a wide range of future career paths.

5. Allow students to have encounters with employers and employees

From year 7 to 13 all students will have multiple opportunities to learn from employers about work, employment and the skills that are needed. This is largely delivered through visiting speakers and trips.

6. Experiences of workplaces

By the end of year 13 all students will have had an opportunity to have a first-hand experience of a work-place through work experience. This work experience is required to be in the field they are considering entering after higher education.

7. Allow students to have encounters with further and higher education

From year 8 to 13 all students will have multiple opportunities to visit other educational institutions and work-places to experience some of the opportunities available to them for their further and higher education.

8. Personal guidance

By the end of year 11 every student will have received an individual, personalised, careers interview from an external, impartial and accredited careers advisor. There will also be an opportunity for every year 13 student to have access to a careers interview to help them with their higher education options. There are also three opportunities within the year for students and their parents to meet with the career's advisor.

Roles and responsibilities of the Senior Leadership Team, other staff and Governors

The **Senior Leadership Team and Governors** will ensure that:

- All registered pupils are provided with independent careers guidance
- The careers guidance given is:
 - impartial
 - outlines a range of education or training opportunities
 - in the child's best interests
- Opportunities are given for a range of education and training providers to access all pupils in year 7 to year 13 to inform them about opportunities technical qualifications or apprenticeships.
- Ensure that the Gatsby Benchmarks to improve careers provisions are met.

Other **staff** members will ensure that their curriculum embeds careers information, advice and guidance which promote the relevance of STEM subjects for a wide range of future careers.

Monitoring, Review and Evaluation

The focus of monitoring, review and evaluation is the school's annual careers plan. This document is reviewed annually by the Careers Coordinator. This review and evaluation is linked to the Gatsby Benchmarks and the advice given by the Career Development Institute

Access for Education and Training Providers

Access for education and training providers is granted to the school at the discretion of the Headteacher. These providers must contact the school directly, and provide information on what they would deliver and the impact it would have

on the students. If access is granted then visiting speakers will endeavor to provide them with the resources need for their presentation. Holmer Green Senior School recognises the important role that external speakers provide and will endeavor to provide access where possible.

Approved by Governors: March 2018

To be reviewed: March 2020