

The Thomas Aveling School

Policy for Careers education, information, advice and guidance (CEIAG)

Introduction

Rationale for CEIAG:

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their future careers, both in school and when they leave. The Gatsby Benchmarks set out statutory guidance on the provision that schools should be providing for all students from years 7 to 13.

Legislation and guidance documents referred to during the development of the programmes are:

- DfE Careers Strategy – January 2018
- DfE Careers Guidance and Inspiration in Schools – April 2017
- Gatsby Foundation Good Careers Guidance – 2014

Commitment:

The Thomas Aveling school is committed to fulfilling our statutory obligations concerning CEIAG in order to maximise the life chances of our students. At Thomas Aveling we strive to ensure that the Benchmarks are the minimum achieved and that the students receive CEIAG that goes beyond this and raises aspirations. The school is committed to providing a planned programme of careers education, information and guidance for all students in years 7 to 13 in partnership with DOMEQ, MEBP, Job Centre Plus and the University of Kent, as well as utilising our own network of contacts with employers and advisors. We are committed to tailoring CEIAG activities and guidance to the needs and interests of each individual student including at age appropriate milestones and SEN.

Development:

This policy was developed and is reviewed annually through discussions with teaching staff, students, parents, governors, advisory staff and other external partners.

Links with other policies:

This policy is underpinned by the school's policies for SEN, Safeguarding and Child Protection, Equality and Diversity, the School Improvement Plan and agreements/partnerships with external agencies.

Objectives

Student's needs:

The CEIAG programme is designed to meet the individual needs of each student at The Thomas Aveling School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

At The Thomas Aveling School we aim to help our students achieve the following learning outcomes:

- Understand themselves and develop their own unique potential (both academic and personal) and to overcome barriers to progression and challenge stereotypes
- Investigate and research careers and job opportunities and develop a general understanding of the world of work
- Understand the requirements and possibilities of Further and Higher Education and to gain knowledge of Apprenticeships and Vocational pathways
- Able to interpret information and to review and adapt their plans
- Recognise, develop and apply their skills for enterprise and employability
- Engage with people, ideas, challenges and applications from the business world
- Have experiences of working practices and environments
- Know how to access unbiased, impartial and up to date information, advice and guidance (IAG)
- Have opportunities for a personalised careers guidance interview with a professional careers advisor
- Have opportunities to learn about STEAM related careers (Science, Technology, Engineering, Arts and Mathematics)
- Be able to career plan and set targets

Entitlement:

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents/carers. The programme will promote quality of opportunity, inclusion and anti-racism.

Implementation

Management:

Suzanne Bushell (Raising Aspirations Lead) is responsible for managing/co-ordinating the careers programme. She will work closely with Beverly Sanders (Careers and Work Experience co-ordinator), Directors of Learning, Subject Leaders and is responsible to Rebekah Chew (Assistant Headteacher). Fiona Linter (Deputy Headteacher) also has responsibilities for raising aspirations and will be organising and assisting with events and activities. Student guidance is managed in partnership with DOMEQ and work experience through MEBP, both of whom liaise with the careers and work experience co-ordinator.

Staffing:

All staff at The Thomas Aveling School are expected to contribute to the careers education, information, advice and guidance programme through their roles as form tutors and subject teachers. Careers education is planned and monitored and evaluated by the Raising Aspirations Lead in collaboration with subject teachers and leaders. It is delivered through multiple channels including through the curriculum, form times and through an extra-curricular programme. Specialist careers guidance is provided through DOMEQ and work experience placements in Year 10 are sourced and vetted by MEBP.

Curriculum:

The careers programme includes careers education sessions in form time and lessons as part of the PSHE curriculum, careers guidance activities (TED days, careers appointments, mentoring), work related learning (experiences of workplaces in years 8, 10 and 12). Careers lessons and Work Experience preparation and follow up take place in PSHE lessons. Other activities and events such as guest speakers, University workshops, 'Futures Fairs', University fairs etc. will be organised/offered from time to time. All subject areas will make links between their individual subjects and linked careers throughout their schemes of work, there is a particular focus on this during 'Careers Week' and careers displays are in each department. Careers education is differentiated depending on need, for example some students will be invited to participate in "Brilliant Club" activities and some students will undertake long term work experience placements as part of the Alternative Curriculum/COPE.

Partnerships:

The Thomas Aveling school works with DOMEQ to provide careers guidance sessions for students and intensive sessions to identified students. The school works with MEBP to source and organise work experience placements. The school is currently working with the University of Kent outreach team and the JobCentre Plus outreach team to provide workshops on further education and work place issues. We will continue to seek partnerships to provide a broad range of opportunities and information for our students.

Resources

Funding is allocated in the annual budget. Sources for external funding are actively sought.

Staff Development:

Staff training needs for planning and delivering the school's Careers Programme will be identified throughout the year and monitored and evaluated in the annual review period, activities and CPD will be organised to meet them.

Parental Involvement:

The Thomas Aveling School promotes and encourages parental involvement through its CEIAG programme, which includes a number of parent information events and a Careers

Newsletter three times per year. Parents working in local business may also contribute to school activities, as do other members of the local community.

Parents are invited to comment on the CEIAG programme and there are regular communications with parents through InTouch, the school website and the school Facebook page to keep parents informed of events and invite feedback from such activities.

Monitoring, review and evaluation

The Careers Programme will be evaluated annually using the Compass Evaluation Tool in order to check compliance with Gatsby Benchmarks. Student Careers activities are recorded on Compass+. From this action plans will be planned and followed to address any areas of weakness. Evaluations of activities will be conducted as and when they occur, action points will be identified and acted upon for future events. Feedback on the careers programme will be actively sought on an annual basis and will include student voice, views from teachers, views from parents and where appropriate views of employers, this feedback will inform planning and delivery going forward.

Approvals

Signatures:

Headteacher

Chair of Governors

Date of Approval by Governors:

Date of next Review: July 2023

Date of this briefing:

March 2022