



CAREERS EDUCATION AND INFORMATION ADVICE AND GUIDANCE

Approved by:	Curriculum Committee	Date: 07 March 2024
Last reviewed on:	February 2024	
Next review due by:	March 2027	

This Policy is founded within our School ethos which provides a caring, friendly and safe environment for all members of our community.

1.0 INTRODUCTION

At Heston Community School we consider that, through effective Careers Education and Work-Related Learning, all young people will be supported to establish effective foundations for their future economic progression as well as their spiritual, moral, social and cultural well-being.

Careers Education and Information, Advice and Guidance [CEIAG] makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood by:

- Providing a programme of activities to which all students Years 7 – 13 are entitled; to support them in the planning and management of their progression through school, further education and identifying career pathways
- Providing IAG which is impartial, unbiased and takes into account individual needs
- Ensuring that the CEIAG programme follows local, regional and national frameworks for good practice and other relevant guidance, such as Section 19 Education Act [2011], statutory guidance: Careers Strategy: Making the Most of Everyone's Skills and Talents [December 2017], as well as guidelines from Ofsted, the Career Development Institute and the Gatsby Benchmarks for good career guidance [Appendix A]
- Working in partnership with SPARK [Hounslow Education Business Partnership], The Hounslow Careers Cluster, as well as other outside agencies, to ensure all students access education, employment or training at the relevant transition points.

All young people need a planned programme of activities to help them choose 14-19 Pathways that are appropriate for them and enable them to manage their careers and sustain employability throughout their lives. Schools have a statutory duty to secure independent and impartial careers guidance for students Years 8 - 11 [2011 Education Act].

2.0 ENTITLEMENT

The School is committed to providing all its students with a planned programme of careers education and work-related learning activities throughout their school careers. Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be taught, largely, by teaching staff in their role as tutors and through Curriculum Areas where careers relating to subjects are highlighted. CEIAG will be integrated into students' experience of the whole curriculum and will be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

The CEIAG Programmes follow the Association for Careers Education and Guidance [ACEG] Framework [April 2012]. In addition, the School looks at practical outcomes such as appropriate and challenging destinations, successful transitions and on-going development of employability skills.

The Provider Access Policy [Appendix C] sets out the arrangements for managing the access of providers to students at this school for the purposes of giving them information about the provider's education or training offer with regard to technical education or apprenticeships. This complies with the School's legal obligations

under Section 42B of the Education Act 1997, as amended by the Technical and Further Education Act 2017.

3.0 AIMS

The aims of the CEIAG programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across Key Stages
- Ensure that, wherever possible, all young people leave the School with identified pathways to employment, further education or training
- Provide all students with access to impartial careers advice through the Careers Adviser.

The School's CEIAG programme is designed to meet the needs of all students at Heston, including Pupil Premium Grant [PPG] students, EHCP students, students with Special Educational Needs, Looked after Children, students with attendance issues, Traveller Children and students from Black Minority and Ethnic groups. More specifically, it aims to provide our students in acquiring the skills, knowledge and understanding to support the Careers Development Institute's three core aims for careers, employability and enterprise education, namely:

- Developing themselves through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing career management and employability skills.

The CEIAG programme aims to support transitions and ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

4.0 IMPLEMENTATION

4.1 Leadership

- The Deputy Headteacher [DHT] with responsibility for CEIAG is the School's Career Lead
- The Careers Lead has strategic responsibility for the management of CEIAG and the Careers Adviser
- The Careers Lead, supported by the Careers Adviser, oversees the structure for delivery of Careers Education by members of staff who have access to relevant training
- The Career Adviser leads on the review and evaluation of the School's provision, taking into account the School's destination measures.

4.2 Staffing and Delivery

- All staff are expected to contribute to CEIAG through their roles as tutors, subject teachers and support staff. Careers Education lessons across the School are delivered through the Tutor Time Programme by Form Tutors
- Lessons are enriched by relevant external visitors such as representatives from Colleges, the National Apprenticeships Service and local employers
- The CEIAG programme is planned, monitored and evaluated annually
- Impartial and accurate IAG at transition points, such as the GCSE Options process and transition to Post-16 Pathways, is the responsibility of all teaching and support staff

- One-to-one guidance is available to all students and their parents to support with Key Stage 4 Pathways. Year 11 students are individually supported with their Post-16 Pathway options through a one-to-one interview with the Careers Adviser as well as a member of the Senior Leadership Team
- Careers information is available in the Learning Resource Centre and via the School Website.

5.0 CURRICULUM

- 5.1 The CEIAG programme includes careers education lessons, career guidance activities [group work and individual interviews], information and research activities and work-related learning. Careers lessons are part of the School's Tutor Time programme. [Appendix B]

Other focused events, e.g. the Careers Fair, the Kickstart Programme for Year 12 students, workplace visits, aspirational talks, the Oxbridge Pathways group, aspiration days and mentoring opportunities are available to students and their parents [Years 8 – 13]. Students are supported and encouraged to access Work Experience placements, particularly in Key Stage 5.

- 5.2 Super Learning Days are utilised to provide specific guidance and support to targeted groups of students e.g. those not applying to Higher Education, to ensure students are well-informed about Apprenticeship pathways and alternative options.
- 5.3 The School builds strong links with outside agencies like SPARK, ASK Apprenticeships and the Uptree School Partnership Programme and opportunities provided through the Capacity and Delivery Fund; students benefit by receiving impartial and independent advice and guidance.

6.0 ASSESSMENT

- 6.1 While there is no statutory requirement for Careers Education to be assessed, the intended career learning outcomes used for students' learning **are based on the Association for Careers Education and Guidance [ACEG] Framework [April 2012]**.

7.0 PARTNERSHIPS

The policy recognises the range of partners that support the CEIAG offer within Heston. These include:

- Collaborative partnerships with SPARK [Hounslow]
- Hounslow Careers Cluster
- The Uptree Foundation
- Liaison with Post-16 providers and higher education institutions
- The National Citizenship Scheme [NCS]
- Parents and carers

8.0 FUNDING

Funding is allocated in the annual budget, in the context of whole-school priorities and particular CEIAG needs. The Deputy Headteacher [DHT] with oversight of CEIAG is responsible for the effective deployment of resources.

9.0 STAFF DEVELOPMENT

Staff training needs are identified and, in conjunction with the AHT with oversight for CPD, prioritised.

The School will endeavour to meet training needs within a reasonable period of time.

10.0 MONITORING, REVIEW AND EVALUATION

Provision is reviewed by the Deputy Headteacher [DHT] with oversight of CEIAG and PSHE; the Learning Co-ordinators who have oversight of the delivery of PSHE to their Year Groups and the Careers Adviser. The following will be reviewed annually:

- Partnership activities with SPARK and the Hounslow Careers Cluster
- Lesson and tutor observations within PSHE
- The effectiveness of the use of the Careers Action Planners
- Developmental activity as is identified annually in the SIP
- The School's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool
- Feedback on the effectiveness of the CEIAG programme, gathered through student focus groups and questionnaires. Resulting action points will be incorporated into the following year's planning process to ensure these are addressed.

APPENDIX A

THE GATSBY BENCHMARKS

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 employees
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 and timed to meet individual needs

APPENDIX B

Students are entitled to receive a programme of work- and career-related learning, careers information, impartial advice and guidance, designed to enable them to recognise and develop their skills and abilities, know what opportunities are available in the world of work and to support them in making plans to achieve their education and career goals.

At every Key Stage, students can expect:

- Access to a planned programme of study, relevant to the Year Group
- Access to subject-specific careers guidance from Curriculum teachers
- Access to a qualified [Level 6], impartial careers adviser for personalised advice and guidance
- Support to identify strengths and preferences in relation to career decisions
- Information about the world of work and up-to-date information on the local labour market
- Information about further and higher education, training and apprenticeships and employment routes
- Activities designed to challenge stereotyping and raise aspirations
- To develop the skills and qualities to improve chances of employability
- To develop enterprise skills
- To develop financial capability skills
- To be prepared to make informed choices at the different transition points
- To improve personal presentation skills for selection processes
- To be signposted to relevant, up-to-date, impartial sources of careers information and advice

YEAR 7

In Year 7 PSHE includes modules focussing on Jobs, Careers, Children and the Law, Budgeting, Equality and Gender Stereotyping.

YEAR 8

Year 8 includes modules focussing on Skills and Qualities, Enterprise, the Changing World, Sources of Information and an introduction to Careers Research. From Year 8 onwards, all students are encouraged to develop employability skills by taking up volunteering opportunities.

YEAR 9

Modules for CEIAG focus on the qualities, skills and qualifications needed to be successful in the workplace. Students also focus on their option choices receiving an interview from a member of the SLT and subject specific assemblies. Students are provided with the opportunity to visit a university in the Summer Term.

YEAR 10

Careers lessons and activities focus on Post-16 Pathways and the range of qualifications and routes available. On-line careers exploration tools allow students to develop their understanding of Labour Market opportunities and requirements for different Career Pathways.

YEAR 11

All Year 11 students are supported with their Post-16 applications. Assemblies are held to outline the Pathways available to them. Students have a one-to-one careers guidance interview about their Post-16 options and given impartial advice about their course choice. Students can access further advice through the School's drop-in careers service. LAC and potential NEET students receive additional support from the Careers Advisor to ensure everyone has a positive offer at the time of completing Year 11. Potential NEET students also have access to external careers events outside School to further explore their options.

POST 16

All Post 16 students have access to a drop-in careers service in School delivered by the Careers Adviser. A Higher Education Careers Fair is organised in the Autumn Term. Post 16 students are supported through the UCAS process by their tutors and by attending workshops and assemblies presented by outside speakers from Apprenticeship providers, HE institutions, alumni and other professionals. Specialist workshops and interviews are organised to support alternative Post-18 choices through SPARK, Uptree, visits to Apprenticeship Fairs e.g. Sandown Park and the use of drop-down days, focussing on Local Labour Market Information. We provide students not following university pathways with bespoke and intensive support, ensuring all have identified pathways Post-18.

INDIVIDUAL SUPPORT

- One-to-one information, advice and guidance is available on a drop-in basis from Ms Anne-Marie Laing, Careers Adviser, or she can be contacted at alaing@hestoncs.org.

APPENDIX C: PROVIDER ACCESS POLICY

INTRODUCTION

This policy statement sets out the School's arrangements for managing the access of providers to students at this school for the purposes of giving them information about the provider's education or training offer with regard to technical education or apprenticeships. This complies with the School's legal obligations under Section 42B of the Education Act 1997, as amended by the Technical and Further Education Act 2017.

THE SIX ENCOUNTERS WE OFFER TO ALL PUPILS IN YEARS 8 TO 13

Schools must offer:

- Two encounters for pupils during the 'first key phase' [Year 8 or 9]. All pupils must attend. Encounters can take place any time during Year 8, and between 01 September and 28 February during Year 9
- Two encounters for pupils during the 'second key phase' [Year 10 or 11]. All pupils must attend. Encounters can take place any time during Year 10, and between 01 September and 28 February during Year 11
- Two encounters for pupils during the 'third key phase' [Year 12 or 13]. Pupils can choose to attend. Encounters can take place any time during Year 12, and between 01 September and 28 February during Year 13

STUDENT ENTITLEMENT

Students in Years 8-13 are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a Careers 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
- Understand how to make applications for the full range of academic and technical courses.

MANAGEMENT OF PROVIDER ACCESS REQUESTS

I. Procedure

Any provider wishing to request access should contact the following member of staff:

Name	Ms Ingrid Hall
Telephone	0208 572 1931
Email	ihall@hestoncs.org

II. Opportunities for access

A number of events, such as the annual Careers Fair, are integrated into the School Careers Programme which would offer providers an opportunity to come into school to speak to students and their parents/carers. The School Calendar varies from year to year so providers need to contact the member of staff named above to identify the most suitable opportunity.

Access to students and parents/carers will be granted on the understanding that information and guidance offered by providers is related to technical courses and apprenticeship opportunities only. Providers will be expected to meet the School's safeguarding requirements which can be found in the Safeguarding Policy accessible on

the School website.

III. Premises and Facilities

Access to appropriate rooms and facilities will be discussed and agreed in advance of the visit.

Providers are welcome to distribute relevant brochures and other printed material specifically related to technical courses and apprenticeships.