



Woolwich Polytechnic
School for Boys



WOOLWICH POLYTECHNIC SCHOOL FOR BOYS

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

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Entitlement Statement for Careers Education, Information, Advice and Guidance at Woolwich Polytechnic School.

As a student you are entitled to:

Unbiased, impartial and up to date CEIAG from school and other agencies.

To be treated with respect and as an individual regardless of ability, age, sex, religion or cultural background.

To be offered help and support when you need it. To be treated with appropriate confidentiality.

To be given access to up to date careers information about post-16 and post-18 opportunities.

To be informed about meetings and events which will help you in your career planning decisions.

To have access to professional help if necessary.

As a student you should:

Be prepared to be active in helping yourself as well as expecting others to help you.

Be prepared to be realistic when looking at post 16 and post 18 opportunities.

Be prepared to work hard in order to reach your full potential and become a contributing member of society.

Introduction

PolyMAT represents a culture of high aspiration, high expectation and success. Careers Education, Information, Advice and Guidance (CEIAG) is recognised as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievements while at school and beyond. We are committed to providing a planned programme of careers education for all students in years 7-13 to prepare students for the opportunities and challenges of adult and working life.

At PolyMAT we fulfil our statutory duty to provide access to independent and impartial careers education for students in Years 8-13 (“Careers guidance and inspiration in schools” DfE 2015.) This (Careers) education is delivered within programmes of Careers, Enterprise, Citizenship and Personal, Social, Health and Economic Education (PSHEE), also with assemblies, visitors and through the wider curriculum, particularly with aspects of work-related learning at Key Stage 3,4 and 5

Within our schools Careers Education and Guidance has a high profile and a Careers Coordinator is appointed to manage and develop delivery to ensure the needs of our students are being met.

All students have an equal entitlement to high quality careers education, information, advice and guidance that will provide them with an understanding of the world of work, help them to explore career options and support them in making decisions about opportunities open to them.

Aims

This policy sets out the nature and aims of Careers Education of PolyMAT. The aims of good quality, impartial careers education may be summarised as follows and are based around the principles of developing employability skills and the “Gatsby Benchmarks” (See Appendix 1).

The Staff and Local Academy Committee of PolyMAT recognise that career planning is not limited to just one stage in life. For this reason, careers education and guidance aims to develop career management skills which students can draw on at each stage in their career planning. The CEIAG programme is continually evaluated to improve its effectiveness.

Statutory requirements

This policy is based on the Department for Education’s (DfE’s) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

• As an academy in England, we're now required to provide and publish careers guidance. The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the school website under Policies and Procedures.

Roles and Responsibilities

All staff are integral to CEIAG through their roles as subject teachers within their subject delivering WRL and form tutors delivering weekly Personal Development lessons. The school contracts an Independent Careers Advisor (76 days a year) to provide impartial and independent careers advice and guidance. This is available to students from Year 7 to Year 13.

PolyMAT's CEIAG programme is overseen by the Careers Co-ordinator, Ms. Simone Edwards (sedwards@woolwichpolyboys.co.uk) (Woolwich Polytechnic School for Boys).

Delivery and Content

Careers Education is delivered through discrete lessons within the Personal Development programme, delivered once a week to every year group. Both years 10 and year 12 complete a 2 week 'Work Experience'. Year 10's experience the 'world of work', meeting people from the workplace and managing themselves in a workplace environment. Year 12 add this experience as part of their individual 'careers pathway'.

Additional CEIAG is provided through group workshops, Speakers, Induction days for years 10 and 12, individual interviews by an impartial external company, enterprise events, activities weeks/month (such as Apprenticeship Week and Black History), college partnership courses, college/university visits, employer presentations, theatre groups, posters, leaflets and through subject teachers.

Other events such as the Excel Careers Convention, 6th form transition, Prospects Wrap arounds and Business partnership events (Lloyds Signature Event) are typically provided on an annual basis.

Our independent Careers Advisor is at school 76 days a year, to provide individual advice and guidance to students. All careers advice and guidance given is person-centred, impartial, unbiased and confidential (within legal confines) and also meets professional standards of practice. Students receive written feedback and Action Plan. Careers advice is also available during Exam Results days, Parents Evenings, Options Evenings and Open Evenings.

Students in years 7-13 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.

At points across the school year, a variety of employers and external providers are invited into school to talk about different careers. STEM departments enter regional and Nation Competitions which promote STEM throughout the school.

Management

Careers Coordinator:

- is responsible for the delivery of Careers Education and the coordination of Information Advice and Guidance at KS3 and KS4;
- is responsible for the organisation and administration of work experience at Key Stage 4;
- works closely with the member of SLT who is the strategic lead for Careers Education and the link The Local Academy Committee member for Careers.
- liaises with students, the Independent Careers Adviser, tutors, parents and Local Academy Committee;
- facilitates the provision of Information, Advice and Guidance making best use of available time and resources;
- Identifies and promotes links with local and national employers and their organisations;
- assists in the provision of extended work experience plans, for appropriate individuals, in conjunction with others e.g. Leadership Team, Heads of Year, SEND, tutors, parents, Prospects Personal Adviser and the Inclusion Unit Manager;
- evaluates events and the contributions of outside agencies to ensure the Career Education aims are met;
- organises visits to local colleges, work-based education and training providers;
- works with the relevant Head of Year to identify appropriate opportunities for supplementary local college and work-based education;
- With the LRC sources and maintains an effective collection of published material, including training provider prospectuses, and computer-based resources, to assist students in making informed career choices;
- prepare, deliver and support careers related aspects to contribute to relevant PD schemes of work at Key Stages 3 and 4, including the development of skills that employers value.
- responsibility for running The Budget (Appendix 3) and utilizing funding and resources made available by partnerships

Additional preparation time is allocated to perform these task as well as monitoring, review, and evaluation of provision, focused outcomes and development of improvement targets.

The Heads of Sixth Form (WPSfB) and Leadership team with responsibilities for careers (WPSfG) has the responsibility of supporting students in making decisions concerning Higher or Further Education, or alternative routes such as apprenticeships or employment after Year 13. This support includes talks by outside speakers and attendance at selected, appropriate, special events.

Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

The ACM

The ACM board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 7 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Careers Education combined with effective information, advice and guidance is critical to young people's educational career in:

- avoiding disengagement during Key Stage 3
- choosing KS4 options
- helping to avoid underachievement or disengagement during Key Stage 4
- choosing appropriate post-16 and post-18 destinations.

Careers education also draws on and contributes to the whole school curricular development of students' employability skills as defined by the CBI, which are listed below;

- Self-management
- Team working
- Business and customer awareness
- Problem solving
- Communication and literacy
- Application of numeracy
- Application of information technology
- Motivation
- Leadership
- Reliability
- Self Management
- Decision making
- Analytical skills

The CEIAG programme is integrated within the curriculum and is designed to provide help at specific decision times. The school is committed to raising the aspirations of all learners. Careers education and guidance aims to develop the

skills, talents, understanding and aspirations of all our learners, enabling them to become responsible citizens who achieve personal success and fulfilment in life.

Our CEIAG programme will:

- Link effectively with the curriculum in order to maximise student learning.
- Provide totally impartial and up to date information through close working with independent careers professionals, employers and FE and HE institutions.
- Challenge stereotyping, deal with prejudice and discrimination, use skills of assertiveness and negotiation and encourage students to widen their career ideas.
- Reflect the true nature of today's and tomorrow's world of work.
- Support key policies including those for teaching and learning, assessment, recording and reporting achievement, equality and diversity, health and safety, gifted and talented, and inclusion (special educational needs).

Raising students' achievements to their full potential is a key goal of the CEIAG.

Pupils with special educational needs or disabilities (SEND) and hard to reach students

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice. In year 9 EHCP plan students will also have a careers interview, prior to making their option choices.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Monitoring and evaluation

When monitoring the success of the CEIAG programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students. The careers programme is evaluated in a number of ways, including feedback on key events, destinations data, learning outcomes and responses to student and parent surveys, as well as termly Compass+ evaluations, to assess the impact of the careers programme and to help identify areas for improvement.

Appendix 1

The Gatsby Benchmarks:

1	A stable careers programme	An embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, Local Academy Committee 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 have the support of an informed adviser to make the best use of the available information.
3	Addressing the needs of each pupil	Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each pupil. The 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 could 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 to 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 staff) or external, provided they are trained to an appropriate level. These opportunities should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Appendix 2 - Careers overview

Key Stage 3: By the end of this key stage, all students will have:

- A better understanding of themselves (personal characteristics, abilities, interests, potential weaknesses and limitations).
- Used the Morrisby programme to research information about potential career opportunities, and used the information to help them make choices about post 14 courses.
- Received appropriate advice and guidance on post 14 choices.
- Looked at the relationship between subjects and careers opportunities
- Understanding Key Employability Skills.
- Had a face to face experience with employees and employers
- Received information about choices beyond year 11, including apprenticeships

Key Stage 4: By the end of this key stage, all students will have:

- Enhanced their self - knowledge, career management and other employability skills.
- Knowledge of apprenticeships pros and cons for themselves
- Used the Morrisby programme to research information about potential career opportunities, and used the information to help them make choices about post 16 courses.
- Alternative career paths - Single Track, Serial and Portfolio Careers
- Used the Careers Information area and/or other resources, to investigate future choices and explore alternative routes to their goals.
- LMI and Hot / Cold Jobs using the Morrisby programme
- Had an encounter with further and higher education
- Had at least one encounter with an employer and employee

- Accessed advice, guidance and support to help them firm up their choices and think about the implications.
- Gained direct experience of work.
- Had personal guidance through a careers interview.

- Chosen and applied for an appropriate opportunity and, if necessary, financial support.
- Made a back-up plan in case things go better or worse than expected.
- Had the opportunity to develop their interviewing skills with employers.

Key Stage 5: By the end of this phase, all students will have:

- Increased knowledge of careers available at ages 18, 21 and thereafter.
- Been supported through the decision-making process regarding Higher or Further Education as well as alternative routes such as apprenticeships and employment after Year 13.
- Had the opportunity to take advantage of further work experience opportunities where relevant.
- Enhanced those personal and employability skills valued by employers such as time management, problem solving, perseverance, communication, team working and awareness of others.
- Had further opportunities to develop their interview skills.

Appendix 3 - The Budget

The Head or Careers at this time is also Head of Work-Related Learning and so is in control of;

Careers Budget, Work Related Learning Budget, Enterprise Budget and Work Experience Budget in conjunction with the SLT line leader.

Detailed information can be seen on request from the school financial office.

Ref: Statutory Guidance: Careers guidance and inspiration in schools (The duty to secure independent and impartial careers guidance for young people in schools) (DfE, March 2015 (2013))