



CAREERS INFORMATION, ADVICE AND GUIDANCE POLICY

Reviewed by:

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Reviewed: April 2019

Next Review April 2022



GEORGE MITCHELL SCHOOL

Careers Education (CEIAG) Policy

Overall Aims

The aim of the Careers Education and guidance programme at George Mitchell School is to help all our young people to make a successful transition from school to further study or work.

We seek to provide a planned programme of Careers Education, Information, Advice and Guidance (CEIAG) for students in partnership with various stakeholders to support outstanding delivery in all areas.

The school's ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. We aim to promote:

- An understanding of the changing nature of work, learning and career choices, including the full range of pathways open to young people post-16.
- Progression planning through the provision of information and guidance from external careers advisors, support within the curriculum, organised activities and events e.g. Drop Days, with local colleges and businesses.
- Direct exposure to a wide range of employers from different career fields and first-hand experience of the world of work through Work Experience placements and Insight into Industry days.

Leadership and Management of Careers

The school's CEIAG is planned, delivered, monitored and evaluated by the Careers Lead in consultation with various members of staff, including the Deputy Headteacher with over-sight of Careers, partnership with Careers and Enterprise meetings, and tutors through Learning Leaders of various year groups. The Careers Lead oversees the government's statutory requirements, making sure the school is meeting them.

The Careers Lead is a member of the Career Development Institute and, is currently studying for a Level 6 qualification delivering careers guidance to students.

Provision

The Careers programme is designed to meet all standards of all 8 Gatsby benchmarks and most importantly meet the needs of students at different stages of their learning journey through school. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for Special educational needs and disability (SEND) learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

All guidance aims to be impartial, confidential, responsive to students' needs and based on the principle of equality.

All staff contribute to the Careers & Employability programme through their roles as tutors, subject teachers and support staff. Staff respond to any careers-related queries that they may receive from students and know how to obtain more specialist advice when it is required.

Monitoring, review & evaluation

Careers & Employability programme activities are monitored, evaluated (with active involvement of students) and reviewed. Feedback is welcomed from all members of the school community (families) who help with our programme and from businesses and organisations we work with. This provides the basis for the programme's development plan. The service offered by our external careers guidance provider is discussed and reviewed regularly. We will review our careers programme using The Gatsby Benchmark Toolkit in order to evaluate our learning outcomes against the CDI Framework.

Key Stage 3 provision and Aim:

- Allotted tutor time sessions for self-development focusing on lifestyle and progression.
- An introduction to the resources in the Careers Library and a regularly updated Careers noticeboard. Access to Careers online platform (START) to create a profile.
- An introduction to the 'Culture and Character' programme and what it means to be kind. Volunteering opportunities and their importance explained to students. List of Volunteering Opportunities given to students.
- Extracurricular trips to develop relationship building. Good communication with peers, and confidence building.
- Access to the careers software during tutor time and through tutor time Assemblies and other activities designed to raise awareness of academic and vocational pathways, including apprenticeships and Training courses.
- Year 9 Raising Aspirations are supported by employers, local colleges and motivational guest speakers.
- Year 9 into 10 Information evening supported by 15 Billion careers advisors and Job Centre plus advisors.
- Year 9 1:2:1 options interviews with senior staff to discuss option choices and future thinking.
- University visits and Taster days for Stem subjects, including Engineering for women and Digital Skills.
- Year 7 work shadowing days at a local retail business.

By the end of KS3 students will have

- A better understanding of the range of opportunities available post-16.
- Better understanding of their strengths and areas for development through the START programme.
- Received appropriate advice and guidance for Key Stage 4 options.

Key Stage 4 provision and Aim:

- Year 10 work experience - 2 weeks focused on students' future career aspirations
- CV and personal statement sessions within the LLL curriculum
- Year 10 Enterprise ELD supported by local businesses.
- Year 11 Careers programme is supported by employers, parents, Human Resource professionals, local colleges, and Job Centre Plus / Apprenticeship advisors.
- Workshops on interview preparation, presentation and employability skills.

- Practical learning placements at local colleges for students interesting in pursuing vocational pathways.
- Information on college open dates and targeted support with completing college application forms.
- “Into The Sixth” Evening supported by Careers Co-ordinator.
- Tracking all students to keep track of all intended destinations are suitable to each student’s needs.
- One to one session with a Qualified Personal Advisor.
- All SEN students will be supported individually when making choices to their post 16 destinations; this is to make sure these are suitable to meet the child’s needs. Supervised visits will be undertaken beforehand in order to help students make the right choice.

By the end of KS4 students will have

- Enhanced employability skills.
- Been encouraged to think about STEM subjects.
- Used START programme to investigate and explore future choices and progression routes.
- Experienced work through a 2 week Work Experience placement.
- Been given direct access to employers, colleges and training providers through the College Open Evening and Drop Days.
- Been provided with various resources to complete the post-16 application process, including personal statements and preparing for interviews.

Partnership with services and stakeholders

We will continue to work in partnership with the Local Authority in regards to Careers guidance, but also with the Business Enterprise Partnership for Work Experience placements and 15Billion for independent Careers guidance.

We are working closely with the Careers and Enterprise Company - established by the government in 2015 to provide strategic coordination for schools and colleges, employers, funders and careers programme providers. In addition, we will also work with other local schools to form part of a new careers network.

We have a governor careers lead and will continue to involve parents and local businesses.

Resources

Students have access to a wide range of resources. A dedicated Careers Information area in the Learning Resources Centre provides a comprehensive and up-to-date selection of books, posters, magazines, college and university prospectuses, and is open to all students at all times. In addition, students have access to a number of online careers resources with the introduction of our online careers platform

J. Ainsworth
April 2019

Baker Clause Policy Statement

George Mitchell School uses the Gatsby Benchmarks as a guide to plan our CEIAG programme. As part of our commitment to informing our students of the full range of employment, learning and training pathways on offer to them, we are happy to consider

requests from training, apprenticeship and vocational education providers to speak to students.

We also proactively seek to build relationships with such partners as we plan our careers information and guidance throughout the school year to ensure that providers have opportunities to speak to students and their parents in Years 7-11, to offer information on vocational, technical and apprenticeship qualifications and pathways. Opportunities for providers to speak with students might include school assemblies, employer and provider engagement events or opportunities to speak with students and parents on a one-to-one basis supporting GCSE, post-16 choices.

A provider wishing to request access should contact Jackie Ainsworth, CEIAG Coordinator:
Email: Jackie.ainsworth@georgemitchellschool.co.uk

If a request is granted, the provider will have access to: A large room within the school (for example, the hall); Audio-visual equipment, including a laptop-suitable projector or interactive board; Pens, paper and pencils as required; At least one member of Georg Mitchell staff. This will all be discussed and agreed in advance of the visit with the CEIAG lead. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the reception. If you have any questions, please contact the email address above.

J. Ainsworth
Nov 2019